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TABLE OF CONTENTS

THE QUALITIES OF A GOOD CATALOGER.....	<i>Harriet E. Howe</i>	361
A TWO-FOOT SHELF OF MUSIC BOOKS		366
TEACHERS COLLEGE LIBRARY AT COLUMBIA UNIVERSITY		
	<i>Elizabeth G. Baldwin</i>	367
THE MEASURING STICK APPLIED	<i>Willis H. Kerr</i>	370
STUDENT ASSISTANTS IN A HIGH SCHOOL LIBRARY.....	<i>Edith A. King</i>	371
GIFTS TO AMERICAN LIBRARIES IN 1923		373
MUSIC TITLES FOR FIRST PURCHASE		
	<i>Music Committee of the California Library Association</i>	379
EDITORIAL NOTES		382
LIBRARY ORGANIZATIONS		383
	<i>Boston Catalogers—Ohio Valley Catalogers—Cincinnati Librarians Club—Chicago Catalogers</i>	
AMONG LIBRARIANS		384
IN THE LIBRARY WORLD		385
THE OPEN ROUND TABLE		388
	<i>Library Billboard Advertising—Annual or Biennial Conferences</i>	
LIBRARY OPPORTUNITIES		388
RECENT BIBLIOGRAPHIES		390

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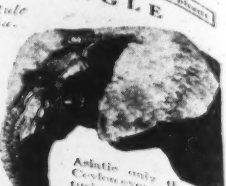
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ELEPHANT. Although food remains of various kinds of elephants are found in every zone of the eastern and western continents, the African and the Asiatic are the largest and most powerful of the animals, and they can usually overcome the attacks of any other inhabitant of the jungle. The elephant in captivity is a patient and faithful servant of man, quick to learn and to obey orders. Far better than the lion, it deserves the title, "King of the Beasts."

The African elephant is the larger, attaining 11 feet in height, while the Asiatic never exceeds 10 feet. The African also has larger ears and larger and coarser teeth. The forehead of the African elephant is convex, that of the Asiatic concave. The trunk of the African appears regularly ridged, as if it were segmented, and the end forms two prominent finger-like lips. The trunk of the Asiatic elephant is smooth and tapering and it has but one prehensile lip. In both species the trunk is formed by the union of the nose with the upper lip. The African elephant has four tusks on its fore feet and three on its hind feet. The Asiatic has two tusks on its fore feet and four on its hind feet. In both forms the tusks are incised in the skin covering the foot, and they are covered by strong, scaly, bony sheaths. In the African species both sexes possess tusks, while in the Asiatic only the male has them.

The range of the African elephant is limited to the interior of Africa, and it is found in all parts of the continent, from the Sahara to the Cape of Good Hope. The Asiatic elephant is found only in the eastern part of Asia, from the Himalayas to the Malay Peninsula and the island of Sumatra.

The habits of the two species are similar. All elephants are social animals, numbering from a few to a hundred in a herd. The herd is led by a female, and the members of the herd are taught by their mothers. The elephants are found in the forest, and they move slowly and steadily through the country during the rainy season and the dry season, and they are even found in the mountains.

HOW THE ELEPHANT GOT TUSKS AND TRUNK



The Elephant started several million years ago, with a tunic-shaped head. The drawing is based upon a fossil found in northern Africa. As ages passed, the descendants of this creature gradually changed their appearance. The upper lip, still carrying the nostril, grew longer and drew out, while their eye teeth, common to all mammals of that time, grew larger, and they looked like the lower picture. This development went on until it reached its height in the mammoth of the last ice age. The mammoth possessed a lot more developed, and the trunk of the elephant is a smaller variety of the trunk of the mammoth. The letters "N" and "T" indicate the position of the "nose" and "tusk" in each case.

which remain permanently separated from the trunk seasons to find better feeding grounds. The position of the trunk in the alphabetical place see information 1120

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HELPING A WOUNDED COMRADE
Elephant



The well-known statue group of elephants by Carl Akeley stands in the American Museum of Natural History in New York City. It shows two elephants supporting a wounded comrade between them. Elephants are social animals, and it is their habit to stand by each other in danger.

they sleep either standing up or lying down, usually in the middle of the night and in the heat of the day. In captivity they have been known to remain on their feet for five years. The record of animals which swim continuously for six hours and never have all four feet off the ground at the same time. They show remarkable speed in running in spite of their ungainly bulk.

The elephant is timid and ineffective in its nature, but becomes dangerous when enraged. It expresses its emotions in a definite manner. When about to charge an enemy it utters a shrill, loud "trump" and pulls up its sensitive trunk out of danger. When placed in a tight and suspicious by rapping the trunk on the ground and emitting from it a volume of air with a sound as of cracking tin.

Naturalists say that the intelligence of the elephant is as rapidly over-rated. It is, however, very docile and easily trained, as shown in every circus exhibition. Wild elephants use branches of trees to brush away thorns, or breaking foliage, throw

brush or spout water over the body, with the same purpose in view, for the practically naked skin is very sensitive. In India and Burma elephants are regularly employed in industries requiring heavy work, by animals working together in much the same way as do human beings. They load logs and heavy loads of iron timbers or boxes containing supplies. Two or more capable of carrying half a ton over a level country.

In hauling heavy loads a team over a level country consisting of a leather collar round the neck is employed. A dragging rope is attached. Elephants are also sometimes hitched to wagons or plows.

For riding, a padded saddle is placed on the back of the elephant and on this is found a box, called a *howdah*, which holds from two to six passengers. The driver or *mahout* sits in the elephant's back, as usual.

Elephants seldom breed in captivity. In the wild state one calf, rarely two, is produced at a birth. The mother is the mother of the calf. In the wild state, when on the march, mother and young go in full back and the old males go to the front. The

as usual.

contained in the *Encyclopedia Britannica* at the end of this work.

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IN TEN
VOLUMES

Library Book Outlook

At the time of writing, there are no outstanding library titles among the new books published during the past fortnight.

But there is a host of interesting books which are worth considering. The most important of these are:

In biography, 'The Soul of Samuel Pepys,' by Gamaliel Bradford (Houghton, \$3), announced as a simplification and clarification of the world-famous diary and diarist; 'The Sultan of the Mountains,' by Rosita Forbes (Holt, \$4), being the life-story of the noted Moroccan brigand, Raisuli; 'The Life and Letters of Emily Dickinson,' edited by her niece, Martha Dickinson Bianchi (Houghton, \$4), an attempt to re-create this American poetess, whose poetry and life are now, almost forty years after her death, arousing keen interest on both sides of the Atlantic; 'Unwritten History,' by Cosmo Hamilton (Little, Brown, \$4), the noted novelist-playwright's life-story, with its many ups and downs; and 'The Man Lenin,' by Isaac Don Levine (Seltzer, \$2.50), an impartial biography, compiled from official Soviet publications.

In travel, 'On the Fringe of Eastern Seas,' by Peter Blundell (919.1, McBride, \$3), a fascinating picture of life in a seacoast town of Borneo (this was published in England as 'The City of Many Waters'); 'Two Thousand Miles Through Chile,' by Earl Chapin May (918.3, Century, \$3.50), an illustrated, leisurely journey thru the 'Land of More or Less'; 'Camera Trails in Africa,' by Martin E. Johnson (916.7, Century, \$4), picturing British East Africa with the aid of high-powered cameras; 'Pearls and Savages,' by Frank Hurley (919.5, Putnam, \$7.50), a book of cinema and aviation adventures in and around New Guinea; and 'Memories of Travel,' by Sir Thomas Graham Jackson (914, Macmillan, \$4), devoted to the continent of Europe.

In belles lettres, 'Training in Literary Appreciation,' by F. H. Pritchard (804, Crowell, \$2), being an introduction to book-criticism; 'Latitudes,' by Edwin Muir (801, Huebsch, \$2), essays in literary criticism, including Ibsen, Conrad, Hardy, Wells, Galsworthy, Croce, and others; and 'Representative Continental Dramas: Revolutionary and Transitional,' edited by Montrose J. Moses (808.2, Little, Brown, \$4.50), containing fifteen outstanding plays in the best available translations.

In science, 'The Einstein Theory of Relativity,' by Garrett P. Serviss (501, Fadman, \$1.50), a popular, 96-page exposition that ought to be authoritative; 'Atoms and Electrons,' by J. W. N. Sullivan (541, Doran, \$1.25), a new volume in Doran's Modern Readers' Shelf; 'Elementary Aeronautical Science,' by Ivor B. Hart and W. Laidler (629, Oxford, \$2.50), filling a much-felt want; and 'They Who Walk

in the Wilds,' by Charles G. D. Roberts (591.5 or Fiction, Macmillan, \$2.25), a new volume of wild-animal stories.

In public affairs and miscellaneous, 'British-American Relations,' by James D. Whelpley (327, Little, Brown, \$3.50), a sane discussion of the influences at work promoting and inhibiting understanding; 'Ways to Peace' (341, Scribner, \$3), containing twenty plans selected from the most representative of those submitted to the recent American Peace Award; 'The World's Living Religions,' by Robert E. Hume (209, Scribner, \$1.75), a comparative survey, with special reference to the Christian religion; 'Culture and Democracy in the United States,' by H. M. Kallen (320, Boni and Liveright, \$3), discussing the group-psychology of the American peoples; and 'Vogue's Book of Etiquette,' (395, Condé Nast, \$4), a new handbook on somewhat new lines.

New fiction titles include Kathleen Norris's 'The Callahans and the Murphys' (Doubleday, Page, \$2), recounting the hopes and fears, the joys and sorrows, of two lovable Irish-American families; H. Rider Haggard's 'Heu-Heu; or, The Monster' (Doubleday, Page, \$2), a typical Haggard African adventure story; William MacLeod Raine's 'The Desert's Price' (Doubleday, \$2), a new Western cattle-baron story; E. Phillips Oppenheim's 'The Wrath to Come' (Little, Brown, \$2), a story of world-politics projected into the year 1950; and two new mystery stories, J. S. Fletcher's 'The Mazaroff Mystery' (Knopf, \$2) and Harrington Hext's 'Who Killed Cock Robin?' (Macmillan, \$2. Query: Is "Harrington Hext" no other than the prolific Eden Phillpotts?)

Some of the older libraries will probably find the half-forgotten works on Louis Becke on their shelves, and will dust them off to meet the impending Becke revival. The other libraries will have their wants supplied in due course by Lippincott, who are planning a reissue of Becke's works. The publishers' announcement that Becke was really the pioneer in the field of South Sea novelists is somewhat open to question. At any rate, Becke produced altogether eighteen volumes on that region between the years 1896 and 1908, some of them novels, and the rest travel narratives. They were fairly widely read at the time, but are today as unfamiliar to the general reading-public as were Sabatini's romances before 'Scaramouche' brought about a revival of interest.

Percy Marks' 'The Plastic Age' (Century, \$2), a first-novel, presenting an earnest and dramatic study of present-day college life, has surprised the book-world by leaping quickly into the best-seller class. It bids fair to be as great a success in its kind as was Owen Johnson's 'Stover at Yale.'

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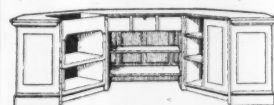
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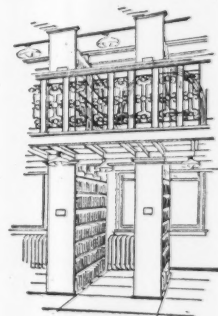
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THE LIBRARY JOURNAL

TWICE-A-MONTH

APRIL 15, 1924



The Qualities of a Good Cataloger

A STUDY OF THE QUALITIES NEEDED FOR WORKERS IN THE CATALOGING DEPARTMENT
OF A LARGE LIBRARY

BY HARRIET E. HOWE, ASSISTANT PROFESSOR, SIMMONS COLLEGE, BOSTON

DR. WILLIAMSON'S report "Training for Library Service" stresses the terms "professional" and "clerical," and states that the two phases of work should be, but are not, differentiated in the library field. Feeling that this was a just criticism of some cataloging departments, I have been on the lookout for proof one way or the other regarding the trend at present in that department.

While studying Vocational Guidance at Harvard University Graduate School of Education, I saw in Gowin, Wheatley and Brewer's "Occupations," revised edition 1923, p. 338, a score card by use of which high school students might measure themselves as to whether or not they had the proper amount in each of the traits necessary for any given occupation. It occurred to me that this might make an interesting study in the cataloging field and answer my question about the division of labor, by showing how far job analysis had been carried on in this line.

Here was a list of qualifications which might be needed in any occupation in varying degrees. How much of each did the professionally prepared cataloger need? How much the clerical worker in the department? What traits should I add if I used this list as a basis for such an investigation? What others would the chief catalogers add as essentials for the much desired assistant?

When the decision was made to try the experiment, I went over the list carefully, combined two or three, and added six (one a rewording only) for the professional worker, and four for the clerical staff. In the professional list I expanded "knowledge in special fields" in order to get an expression of opinion there also. The two lists when sent out varied in arrangement, for some things seemed to belong together in one list, and not to be so related in the other. The essentials were practically the same, and as nothing hinged on order of items, the rearrangement to make them alike was

not made. Four points in the clerical list, it was felt, could be taken for granted from the professional, and four in the professional which might not be needed from the clerical staff.

The questionnaire was sent to fifty catalogers in representative large libraries. The thirty-five catalogers who checked the list added "open-mindedness," "breadth of view," "intellectual curiosity and liking for intellectual interests," "scholarly ideals, thoroughness," "enthusiasm for one's work," with one vote each, aside from some few others which were really already covered under different wording. Perhaps lack of time prevented the addition of others, but the fact remains as stated, altho each person was given an opportunity to suggest. This would seem to indicate that the traits needed for a cataloger are not extraordinary ones, unnecessary anywhere else, but the ones valued in most vocations, including the professions.

Must the catalogers, then, possess these traits in such superlative degree that the securing of a satisfactory assistant is impossible from this standpoint? Table I gives the median percentages voted for the two groups—C meaning clerical, and P professional—compiled from the answers received from the head catalogers in representative college, public, reference, and state libraries. The average of 80 per cent was set, and as one letter expressed it, "If 80 per cent equals average ability, my 90 per cent means simply above average, and 100 per cent the greatest possible, not perfection which is unattainable."

The questionnaire was sent out in the name of the American Association of Library Schools Committee on the Teaching of Cataloging, but I, as chairman, must assume all responsibility, as the other members, because of shortness of time, did not see it until it was issued.

Why should the teachers of cataloging be interested in such facts as the answers present? For one reason, to see if there is now a real

TABLE I
COMPARISON OF RANKINGS FOR QUALITIES NEEDED BY BOTH CLERICAL
AND PROFESSIONAL MEMBERS OF THE CATALOGING STAFF.

Qualities necessary for the clerical and professional members of the cataloging staff.	Median percentage of attainment voted by 35 head catalogers, Nov.-Dec., 1923.				
	60%	70%	80%	90%	100%
Ability to co-operate; tact				CP	
Self-control; patience				CP	
Courtesy			C	P	
Cheerfulness; sense of humor			CP		
Ability to follow directions intelligently					CP
Responsibility; trustworthiness				C	P
Promptness; punctuality				CP	
Common sense; good judgment				CP	
Initiative; resourcefulness			C	P	
Imagination; foresight in planning			C	P	
Speed in work and thought; productivity				CP	
Ability to attend to details				CP	
Perseverance; industry; concentration				CP	
Adaptability to change or surprise			C	P	
Liking for sameness			CP		
Accuracy					CP
Neatness				CP	
Orderliness; system				CP	
Mechanical skill					
(a) Handwriting			P	C	
(b) Typewriting			P	C	
(c) Printing or lettering				C	
Mental ability and capacity in general		P	C	P	
*Professional ideals and ambitions				C	P
Library education		C		P	
Physical health; vigor			C	P	

Eighty to equal average ability. C—Clerical. P—Professional.

*Clerical—Ideals of service.

distinction made in the cataloging world between the library school graduate and the clerical worker. In the tabulation above, "mechanical skill," "handwriting" and "typewriting" at 80 per cent for one group and 90 per cent for the other, show the trend to put such work upon the clerical staff. In the votes for the professional group for the typewriting, average ability, of course, must mean average ability obtainable from a library assistant, not the average of the trained typist. Here the range in the answers for the professional cataloger, 0=90 per cent, is especially interesting, as it shows the difference in opinion still existing in regard to this point. Seventeen votes were for 60=70 per cent or less, and were accompanied by such statements as "of no importance," "not needed," "not necessary." Fifteen voted for 80 per cent and three only for 90. The median is, therefore, barely with the average group, 80 per cent. In handwriting, also, the median of 80 per cent, range 0=90 per cent, brought the above comments, and also, with one vote of 80 per cent, the explanatory words, "An average legible handwriting is all that is required of a cataloger now," showing that even with this vote no great skill was

expected. Printing and lettering, with a median score of 70 per cent for the professional cataloger, evidently shows that practice differs from the library where call numbers are gilded on in the bindery to the libraries where the numbering is put on by hand by the cataloger, as 16 votes were for 60 per cent or less, 8 for 70, 10 for 80, and only one for 90 per cent.

This all seems to point in the right direction, but the range here, and for "library education" for the clerical staff, 0=90 per cent, median 60 per cent clearly show the difference of opinion, even tho one vote only was for 90 per cent. The following quotation from one letter received gives the point of view still held in some quarters:

I am unable to fill out the questionnaire as we really do not have a clerical force in the cataloging department. . . . The qualities which make for excellency in a high grade of clerical work are much the same as those which are needed in professional work. I agree with Dr. Bostwick (*Public Libraries*, November 1923) that routine work is of all grades and is not necessarily inferior to other types. Neither does it require different methods of training, for, unless the professional worker with a professional spirit has a proper understanding of the tremendous importance of accurate records—routine work well done and done at the proper time—the whole system rests on a rather shaky foundation. *By making those records and then using them he gets their relationship. . . . Moreover, distinction between professional and clerical work tends to place a stigma on clerical work and causes the individual with the orderly, systematic mind and real technical ability to seek work with the public and avoid anything that savors of routine.

Perhaps I am not reading this correctly, but if the phrase, "by making those records," means that each cataloger in order to get their relationship must type all cards for all books which he catalogs, then I heartily disapprove; as would the majority of those who answered the questionnaire. I do not believe that, in order to get the relationship properly established between

* The italics are mine.—H. E. H.

himself and his correspondent, Dr. Bostwick types all of his own business letters, or files all of the letters that come to him. In fact, I do not believe that he meant any such thing in his article mentioned above. The professional cataloger must know how to make the cards, must make the key card, and handle routine also. But why should the money that ought to be necessary to get the special knowledge called for by the answers to this questionnaire be spent on manifolded records. If there is a printing establishment in the library, the case is different, since one card only is typed, usually; but in the ordinary library, a typist, who knows little or nothing about cataloging, given the key card, can be trained to make or copy the most complicated cards correctly and easily. In college libraries it is often possible to get student assistants who are very satisfactory indeed. In some college libraries these students do all the accessioning, labelling, plating, preliminary filing, typing, and the like. This work, far from bearing a "stigma" upon it, has had an active recruiting power in many known cases, sending the student to library school much better equipped than she would have been without this experience, since she knew terminology, had handled catalog cards, and made them from copy. Form then had no terrors for her, and her school work was correspondingly much easier.

One cataloger reported last spring that her clerks after about seven days knew enough for the ordinary forms, and from that time on gradually learned the more difficult. These clerks may be high school graduates only, and those of even less education are successful in this kind of work if they have the mental ability for it. The range voted for "general knowledge" 60=90 per cent, and for "mental ability in general" 60=100 per cent, shows that some heads of departments are able to get a great

TABLE II
RANGE OF THE VOTES OF 35 HEAD CATALOGERS ON QUALITIES
NEEDED BY PROFESSIONAL CATALOGERS.

Qualities necessary for professional members of the cataloging staff.	Percentage of attainment as voted by 35 head catalogers, Nov.-Dec., 1923.				
	60	70	80	90	100 Not checked
Ability to co-operate; tact	1	6	15	11	2
Self-control; patience		6	16	12	1
Courtesy	2	11	9	12	1
Cheerfulness; sense of humor	3	17	8	5	2
Ability to follow directions intelligently		3	6	20	1
Ability to direct others	2	6	17	9	1
Responsibility; trustworthiness		6	8	20	1
Promptness; punctuality		15	8	11	1
Common sense; good judgment		2	16	16	1
Initiative; resourcefulness	1	6	17	10	1
Imagination; foresight in planning		5	17	12	1
Speed in work and thought; productivity	1	13	17	3	1
Perseverance; industry; concentration		8	17	9	1
Adaptability to change or surprise	3	8	18	5	1
Confidence in own ability	2	11	18	3	1
Ability in reference work	1	9	20	5	
Ability to attend to details		1	5	16	12
Liking for sameness	4	3	16	9	0
Accuracy		2	11	22	
Neatness	4	8	13	9	1
Orderliness; system		8	15	12	
Mechanical skill					
(a) Handwriting	6	5	16	6	2
(b) Typewriting	11	4	15	3	2
(c) Printing or lettering	13	8	10	1	3
Mental ability and capacity in general		3	21	11	
Professional ideals and ambitions	2	3	9	19	2
Library education		4	16	13	2
Library experience in other lines	4	6	14	6	5
Physical health; vigor		15	16	4	

Eighty to equal average ability. Figures in italics show median voted

deal of their routine work (not typing) done by clerks who are not even of high mental status. As one such successful chief puts it.

There are certain kinds of work of a simplicity and sameness that are *best* done by persons of lower mental development. I have had for years two clerks of obviously arrested mental development who carry to their own great satisfaction, and to mine, a large amount of very necessary but very monotonous work, which I would otherwise have to distribute most disadvantageously, because no person of average mentality could stand it in such large amounts. None of the clerks requires more than a sound average of mental ability.

When one is told that of 60 per cent of certain recorded cases of vocational unhappiness, followed by mental strain, as shown by investigation into the subject, 50 per cent are the result of persons of superior intelligence doing work which does not measure up to their ability, one must admire the librarian who has discovered the fact, and is not afraid to say that there are mechanical parts to cataloging routine, but that the professional cataloger need not be burdened with them.

The rest of the discussion in this paper will

be devoted to the professional group, which, for library education, received a median vote of 90 per cent. The range was from 0=100 per cent, the one voting 0 stating: "Library school education was not necessary but useful." The clerical worker received a median vote of 60 per cent, which takes that group out of consideration for the teacher of cataloging in the regular library school. The range in the votes for the professional staff is shown by the table on the preceding page.

What in these answers may the teachers find thought provoking? "Ability to co-operate, tact," 90 per cent; "Self-control," 90; "Courtesy," 90; "Cheerfulness," 80; "Common sense, good judgment," 90 per cent. Are these merely figures put down at random, or do they mean that in a catalog department there are other human beings to whom the new worker must accommodate herself, and that to be an individualist here, even as when dealing with the public, is to fail of the best service possible?

In planning the list of necessary qualities I consulted with the local catalogers. Three of the above qualities I had put into the clerical list but left out of the other. Objection was taken at once by one cataloger of national prominence, who said, but the professional staff must have self-control, courtesy and a reasonable amount of cheerfulness, or how in the world will we get on together? It must know how to co-operate, for we have to do that all day long. Common sense must rule, for most of the foolish things catalogers have been guilty of are due to its lack.

Letters received also stressed this point one way or the other, as, for example, the two following quotations: "I was very glad to see 'ability to cooperate' as a first requisite, because I have had my greatest difficulty with my revisers along that line." Another, however, said: "I do not wish to belittle these most desirable qualities (including here 'Co-operation'), but it is quite true that a person so defective in them that she would not be successful in working with the public, might be an able cataloger."

The word "might" here, the preceding comments, together with the median of 90 per cent voted, give a different connotation from the old idea that if a person were unsuccessful in every other line she could be put into the cataloging department where personality counted for nothing.

What are the teachers of cataloging doing to prepare their students to meet these requirements? Must not the teachers at least see to it that the facts are made known, and that the organization and work of a department are stressed? Then the novices may realize that

cataloging does not consist of making cards for one book at a time in a vacuum completely sound- and other sensation-proof, but that it means working for, with, and beside people—people like unto all other humans in temperament and reactions, who must be met properly or the small things of life will assume too large a proportion. Common sense decisions on the part of the teachers also will help the students, so that the exercising of judgment under direction may lead to "good judgment" in the end.

"Responsibility" seems a different thing to me from "trustworthiness," and some voters so rated them even if they were included together in the list used. Responsibility will be discussed first. I came up under the scheme of having responsibility put squarely on my shoulders, being told that it was "my job," being allowed to sink or swim, according to my ability to meet the situation. Hence it irks me to see the head of a department taking all the responsibility for all the work. Even when she parcels it out to revisers who do nothing all day but verify the work of someone else, the idea does not seem to me to have been properly thought thru. As a teacher, I realize the monotony of such revision, giving as it does, little chance for original work except in the class room. Two or four hours a day of that kind of work take most of the zest out of life, and if continued for seven hours a day indefinitely, bring on serious nervous strain. The answer will be "But we cannot trust their work, they make so many mistakes." On the other hand such a comment as the following, which was made to me very complacently, shows how little reason there is in some cases for such revision which still goes on merrily with its deadly grind: "That is the third truck load of perfect work that I have revised from that cataloger." My mental reaction was "What a waste of energy and time, and what a pity!" Are we teaching students in such a way that they may be ready for responsibility and welcome it, and are the departments ready to give it to them if they have the power to respond? The person not able to do accurate work has no place in the catalog department, but if she has that quality she should be compelled to use it by having the responsibility for her output rest upon herself alone.

Education in "trustworthiness" in some colleges is taken care of by the Student Government Association, thru the Honor Board, where questions of student honesty are dealt with. Emphasis on the high rating given here, 100 per cent, however, might help the weak to resistance of temptation. Here also mention might be made of "punctuality, promptness," rated at 90 per cent.

The "ability to follow directions intelligently," 100 per cent, and "Ability to direct others," 90 per cent, are probably correct for the large department, but smaller ones would certainly reverse the rating. In a department of two, even, one should be head and plan for both, while both would probably have some minor assistants helping in routine work and typing. The "ability to follow directions" has been much stressed in cataloging teaching, but has the "ability to direct others" been emphasized, or is it left out in classroom and only watched for in student activities?

What is done to test the students' "initiative, resourcefulness," "imagination, foresight in planning"? Is the teaching flexible enough to allow these qualities to show, or to develop to above average?

"Ability to attend to details" is very decidedly needed, and is emphasized in the class room, as is also "accuracy." The latter ought to include the power to think accurately, and "the desire to get at the bottom of facts," not just the power to transcribe facts correctly, important as that is. The high rating for "speed in work and thought" may raise a question. There is probably a positive correlation between speed and accuracy, but it has not been sufficiently experimented with that the psychologist is willing to say that this is a fact. He says, however, that there is in general a positive correlation between desirable traits and that it probably holds here.

In making the lists "neatness" was separated from "orderliness, system" for the professional group, because there might be a chance to evaluate them differently. However, the ratings brought them together again, so perhaps they were properly arranged at first.

In regard to "physical health, vigor" the point was well taken that nervous health was very essential.

"Adaptability to change" as 90 per cent, range 70=100 per cent, and "liking for sameness" as 80 per cent, range 0=90 per cent, would seem to show that the cataloger's work is not monotonous, as has been falsely rumored from sources outside of the department. To quote a letter again.

I am quite aware that I differ from many who discuss catalogers and cataloging . . . but I take exception to the implication in question 18 on page 2 (i.e., professional list) and dare assert that in a properly managed department there is no more reason for professional assistants to possess a liking for sameness than assistants in other departments. Books and the cataloging problems they present are no more alike than people and the questions they bring to loan desk and reference department. If a distinction is made between professional and clerical, it would seem to me to add to whatever sameness does exist for both groups,

altho more especially for those called clerical. In such case it would be incumbent upon the Head to provide variety for the clerical. We surely do not want to fall to factory levels even with them.

By "ability in reference work" was meant the necessary equipment of the cataloger to follow clues thru bibliographies and other reference tools, and to draw conclusions from this research. The rating given would have been changed in but one case, probably, with this interpretation of meaning, where the one rating of 70 per cent was given in the range from 70 to 100 per cent, median 90 per cent.

"General mental ability and capacity" as 90 per cent gives a good indication of the need felt here, while the following quotation is applicable:

The professional grade work is in the nature of research. . . . For this reason "General mental ability and capacity" is the only item in the list that I would emphasize for the professional grade. There must be a real liking for intellectual interests and a power to think things through. This scholarly type of mental ability is the very first requisite of a good cataloguer. . . . A college degree plus library school training represents the minimum for a professional status. . . . The cataloger is primarily a scholar. . . . We catalogers should appropriate the term bibliographer. It savors of the pedant perhaps, but it is a term held in respect and is free from the petty clerical connotations which the term cataloger has unfortunately attracted to itself.

In "knowledge of special fields," sociology, history, literature, and languages were stressed. The statement in varying phraseology was reiterated: "Each in the department should be a specialist in some one line, all having a good general background"; "college education," "broad knowledge"; and "college education, plus graduate work, plus self study highly desirable."

In regard to languages: "It is a question whether Latin or German should stand first. . . . Few catalogers are called on to catalog Greek books. French would undoubtedly come third, Italian fourth, Spanish fifth, and the Scandinavian languages and Dutch sixth, followed by the Slavic and other languages of Eastern Europe." "If but one language is required, I would choose Latin . . . I would place German second. My department and others would have been at a loss many times had I not had Greek, and there is a growing need for knowledge of the languages of Southeastern Europe." "In a large staff, if one reads German, another Spanish, etc. . . the different phases . . . are thus taken care of." "A knowledge of Greek is less important than a knowledge of Latin, which I graded 80 per cent, or a knowledge of French or German, which I graded 90 per cent."

In the percentage rating Greek would have a score of 60, meaning that very few individuals

are needed who have Greek; Latin, average; French, above average; German, above average; and for the others, Spanish and Italian were most often mentioned, together with the statement, "the more languages the better."

This educational equipment should be taken into consideration by those governing admission to the library school rather than by the teacher of cataloging, except in so far as it may influence the choice of books bought for the practice or laboratory periods. All languages are not requisite for all students, but practice in the use of the common ones might well be given, as well as in the handling of books in sociology, history, and literature.

The votes showed no emphasis on certain qualifications for any definite type of library. The public libraries differed from each other as much as they differed from the college and university libraries, as, for example, checks representing public libraries occurred under each percentage, in many cases, even as did those for the college, state, or reference libraries. The conclusion may be drawn then, that the general educational preparation for a cataloger must be broad in scope, but specific in some one line, preparing her for the type of library in which she prefers to work, while the general virtues must be present in as great a degree as is humanly possible, subject to the law of individual differences, hoping for that correlation of desirable traits.

The suggestion has been made that a score card be worked out on the basis of the list of qualities used here, and that this card be duplicated and given to the members of the cataloging staff. They could then check themselves up to see whether or not they possess the proper proportion of the desirable traits. In working with the tentative list, some catalogers adopted this method, and found it stimulating.

The same method might be used for the students in library schools. If this were done we might soon have a rating system which would be valuable personally and professionally, and for promotion as well as for placement work.

The question which had been in my mind in regard to the present trend in the cataloging departments was answered by the results of this questionnaire, because they show so clearly that the proper division of labor is steadily gaining favor. The day seems not far distant when it will be considered as unnecessary for a professional cataloger to type her own cards, etc., as it would be for a librarian of a large library to type his own letters.

In this article I have tried to bring out the points pro and con as stated by the catalogers

who were so good as to answer my questionnaire, and have tried to answer the objections raised, or to stress the points which seemed to make a contribution to this division of labor. As I could not answer each letter individually, I offer here my thanks to all who took time to write to me in regard to these questions.

A Two-foot Shelf on Music

SELECTED BY A MUSICIANS' VOTE

A TWO-FOOT book shelf of popular works on music, some one of which at least it believes that every American should read, has been compiled by the committee planning national Music Week, May 4-10. This list of sixteen volumes has been compiled from the votes of famous musicians, music critics, orchestral conductors and musical educators, who were asked by the Committee to name books which would quicken the average person's musical perceptions and reveal to him new musical beauties.

Leading the sixteen books by a comfortable margin is "How to Listen to Music" by the late H. E. Krehbiel, music critic and lecturer. A special honor is reserved for Daniel Gregory Mason in that five of his books are represented in the list. The sixteen books which stood highest in the voting are.

- Krehbiel, H. E. How to listen to music. Scribner.
- Faulkner, Anne Shaw. What we hear in music. Victor Co.
- Gehrks, Karl P. Fundamentals of music. Ditson.
- Huneker, James G. Chopin—the man and his music. Scribner.
- Thayer, Alexander W. Life of Ludwig van Beethoven. Beethoven Association.
- Henderson, William J. What is good music. Scribner.
- Downes, Olin. The lure of music. Harper.
- Mason, Daniel Gregory. Beethoven and his forerunners. Macmillan.
- From Grieg to Brahms. Outlook Co.
- Spaulding, Walter R. Music: an art and language. Schmidt.
- Mason, Daniel Gregory. Child's guide to music. Baker and Taylor.
- The romantic composers. Macmillan.
- Orchestral instruments and what they do. Baker and Taylor.
- Parry, Hubert. Evolution of the art of music. Appleton.
- Scholes, Percy A. Listener's guide to music. Oxford.
- Dickinson, Edward. The education of a music lover. Scribner.

Teachers' College Library at Columbia

By ELIZABETH G. BALDWIN, Librarian



RUSSELL HALL, TEACHERS' COLLEGE NEW LIBRARY BUILDING.

THE educational center on Morningside Heights has been enlarged recently by the completion of Russell Hall, the new home of Teachers' College library.

The building which has been in process of construction for nearly two years faces the south on 120th Street adjoining Teachers' College with which it is connected. It is Gothic in style to harmonize with the other college buildings and the material is brown stone trim and brick facing. It is two hundred feet from east to west and seventy-eight from north to south with six stories from the street level. On the southwest corner is a lofty square tower one hundred and seventy-six feet from the street and seventy-five above the roof of the building. ▲

The two lower floors at present are used for the executive offices of the college. The library will occupy the remaining four floors until it outgrows these quarters and is forced to take possession of the entire building.

The reading rooms on the second, third and fourth floors are one hundred and twenty-five

feet long and sixty-two wide, lighted by windows on the north, south and east. The fifth floor reading room, 158 feet by 54, is the most beautiful of all with its barrelled ceiling and soft rough plaster finish. It looks like a medieval refectory with its long rows of Elizabethan tables and chairs. One rather expects to see a boar's head ready for carving at the end of one of the massive twenty-foot tables.

No space has been wasted by corridors on any of the library floors. The public stairway and elevators are at the west end of the building and a stairway at the east end serves as an enclosed fire escape.

The tower contains eleven floors of metal stacks connected by stairs and a small electric elevator for the use of the staff. It is lighted by long windows on the south and west and affords storage for 250,000 volumes. A wide aisle on the south side of each stack floor will provide space for three small tables and chairs for students who have special stack privileges. The public at large will not be admitted to this part of the library without permission.

The four reading rooms, if shelved to their capacity, will hold 25,000 volumes and a large room in the basement will store 10,000 more.

The second floor loan desk room (first floor of library) is thirty-six feet by sixty-two, and contains the catalogue cases and stacks for shelving over seven thousand reference books. The third floor loan desk room is thirty-six feet by forty-eight. The staff work room on the fourth floor is thirty-five feet by twenty-two and has a southern exposure and on the same floor is the staff rest room and directly below this on the third floor is the librarian's office.

The second and third floor reading rooms are for undergraduates and the general reader. In these two rooms are shelved the general reference books (encyclopedias, dictionaries, year-books, etc.), history, biography, American and English literature and bound sets of the more popular magazines.

The two upper floors are reserved for the use of registered graduate students. At the back of each of these two reading rooms are two small

conference rooms for the use of small groups of students and professors to whom the rooms are assigned for certain periods on certain days on the understanding that they may not be used for conversational or social purposes.

About seventeen thousand books and pamphlets designated by the instructors as required reading are reserved back of the loan desks and it is here that congestion occurs daily and nightly. During the summer session from one only of the four different libraries maintained in the old buildings as many as one thousand magazines and thirty-five hundred books have been taken from and returned to the loan desk in one day.

In addition to its past activities, the library has organized a system of traveling libraries whereby teachers in other cities who are taking (Teachers College) extramural courses are supplied with seventy-five or more books relating to the subject of the course.

Teachers College library in Russell Hall was founded in 1887 by Mrs. Peter M. Bryson as a memorial to her husband. In 1897 Mr. and Mrs. Samuel P. Avery presented a collection of books with an endowment, as a memorial to their daughter Ellen Walters Avery. In 1917 an endowment was made by Mr. Samuel Sachs for the purpose of keeping alive the name of Dr. Julius Sachs of the faculty of Teachers College as an inspiring teacher and devoted scholar. The library consisting of these three collections represents the pedagogical section of the Columbia University library and has been developed to meet the needs of the rapidly growing College. Including the library of the Horace Mann School, Teachers College library contains 92,000 bound volumes, comprising works in English, French, German, and Latin on the history and philosophy of education, the theory and practice of teaching, school organization and administration, psychology, child study, sociology, fine arts, and physical, vocational, religious, and rural education; several thousand reports, bulletins, courses of study, laws and manuals of American and foreign state and city educational systems; reports and catalogs of educational institutions and associations; a collection of over 9,000 American text-books for all school grades; a collection of text-books on all subjects taught in the schools of France and Germany, and many from other countries; and a collection of one thousand volumes representing the historical development of books for children, including over two hundred chap books containing many quaint and curious illustrations. It contains also a well-chosen technical library on the subjects of industrial arts, drawing, design,

art industries, household arts, including nutrition, dietetics, cookery, history of costume, sewing, dressmaking, and millinery, house design and decoration, household and institution administration, hospital administration and nursing; social science; sanitation and health.

The library is provided with most of the text-books in the history of education, from the earliest copy which appeared in the eighteenth century to the last publication of the American press. Thus the general histories of Von Raumer, K. Schmidt, K. A. Schmid, Compayre, and the numerous minor ones, German, French, English and American, have a place. Of the special histories there are many. Most numerous of these are the works dealing with universities and colleges. All special monographic publications which have appeared in the last two decades are to be found and all of the more important earlier ones. In this group fall the great number of German and French monographs, dealing with local or provincial school conditions. The importance of a library equipped for the study of history should be measured rather by the amount of source material which is available and at the disposal of the student. In this respect the equipment of the Bryson Library is fairly adequate. For American history valuable material is accessible in the collections of early journals such as the *American Journal of Education*, the *American Annals of Education*, Barnard's *Journal of Education*, the *Quarterly Register*, Horace Mann's *Common School Journal* and his *Education Reports*. In addition to these publications, the library is well provided with early reports by city and state superintendents, with a complete set of the *Reports of the Commissioner of Education* and with the *Bulletins and Circulars of Information* issued by the United States Bureau of Education and with early catalogs and announcements of colleges and schools. For the study of English education there are the histories of English universities, colleges and schools; the Special Reports, published by the English Board of Education; Reports of the Charity Commission, etc. The history of education in the making may be traced thru in the files of numerous magazines to some of which reference has already been made. Of large works of reference which are useful in the study of history of education there are the encyclopedias of Rein, Schmidt, Loos, Buisson, Monroe, which deal specifically with education, and the general encyclopedias and dictionaries of biography. Of considerable importance are the collections of complete writings of educational leaders such as Basedow, Vives, Sturm, Ramus,

Ratichius, Pestalozzi, Herbart, Barnard, and many others. No less valuable are numerous early text-books in different subjects of school instruction, and the many books which have appeared in educational theory in its various phases. Of actual source material, consisting of original editions of early text-books on the theory of education and on school practice and schoolbooks, there is a large and valuable collection. Among these may be mentioned Luther's "Letters to the Councillors"; his "Sermon on the Duty of Sending Children to School"; his "Catechism and Comments on the Lord's Prayer for German Children"; Melancthon's "Visitation Articles" and several text-books: "Church Ordinances of the City of Brunswick" by Bugenhagen; "Church Ordinance of Wurtemberg"; Elizabethan "Visitation Articles"; ordinances of Dutch, Swiss, and Scandinavian churches, and many other works of this kind, several in manuscript.

The Library is well supplied with works on the teaching of mathematics, and with standard text-books upon elementary and secondary mathematics in the various European languages. All new works upon the teaching of the subjects are purchased as soon as they are issued, and additions are continually made that represent the best works for the classroom and the most recent lines of applications of the science. These works are sufficient for all of the ordinary investigations of the students in education. For more detailed work the graduate students have free access to the large library of Professor David Eugene Smith. This library consists of upwards of six thousand bound volumes and several thousand pamphlets, chiefly upon the history and teaching of mathematics. It is kept in the mathematical seminar room of Teachers College, and students are personally aided in their use of the books by Professor Smith and an assistant. This collection is particularly rich in early printed works on mathematics and in Oriental manuscripts and books, and it contains practically everything of value that has been published on the teaching of the subject. It also contains upwards of two thousand portraits of mathematicians and a large number of rare mathematical autographs. It is supplemented by an extensive collection of medals of mathematicians and of early mathematical instruments. The library opportunities thus offered for students of the history and teaching of mathematics are probably unequalled in any other single institution in this country or abroad.

The one departmental library, the classical, is essentially a workshop. All the chief editions of the usual secondary school authors, both for

secondary school use and for more advanced work, are found on the shelves. Constant effort is made to make the collection of beginner's books, manuals of prose composition, sight reading, works on grammar and syntax, representative of the best methods of instruction in England, France and Germany, as well as in America. To these are being added carefully selected books on art, archaeology, literary interpretation, the social and political life of the ancients, etc. Advanced students also have the privilege of using Professor Gonzales Lodge's private library of thirty-five hundred volumes, which is unusually rich in books on syntax and in works on Plautus.

Some Modern Plays Concerning Real People

- Carb. David, and W. P. Eaton. Queen Victoria. Dutton.
 Dane, Clemence. Will Shakespeare. Macmillan.
 Drinkwater, John. Abraham Lincoln. Houghton.
 — Mary Stuart. Houghton.
 — Oliver Cromwell. Houghton.
 — Robert E. Lee. Houghton.
 Fitch, Clyde. Barbara Frietchie. S. French.
 — Beau Brummel. S. French.
 — Nathan Hale. W. H. Baker.
 Guitry, Sacha. Deburau. Putnam.
 Ibsen, Henrik. Emperor and Galilean. Scribner.
 MacKaye, Percy. Jeanne d'Arc. Macmillan.
 Maeterlinck, Maurice. Mary Magdalene. Dodd.
 Masfield, John. Esther and Berenice. Macmillan.
 Newton, A. Edward. Doctor Johnson. Atlantic.
 Parker, L. N. Disraeli. Dodd.
 Peabody, Josephine P. Portrait of Mrs. W. Houghton.
 — Marlowe. Houghton.
 Phillips, Stephen. Herod. Dodd.
 — Nero. Macmillan.
 — Palo and Francesca. Dodd.
 — Sin of David. Macmillan.
 — Ulysses. Macmillan.
 Shaw, George B. Caesar and Cleopatra. Brentano.

GRACE W. WOOD,
Reference Librarian.

Worcester (Mass.) Public Library.

Marie Madeleine Famin, who is this year taking the course in work with children at the Carnegie Library School of Pittsburgh, will teach work with children and with schools both in the summer school and in the regular course of the Paris Library School.

The "Measuring Stick" Applied

By WILLIS H. KERR, Librarian of the Kansas State Teachers College, and Chairman of the N. E. A. Committee on Libraries in Teacher Training Institutions.

REPORTS from fifty-three libraries of teachers colleges and normal schools seem to show that the standards set by the "Measuring Stick for Libraries of Teacher-training Institutions" (LIBRARY JOURNAL, vol. 48, p. 457-461, May 15, 1923) are reasonable and are stimulating improvement.

TEACHERS COLLEGES

Following are reports* from twenty-two libraries of four-year teachers colleges, in twelve states:

In floor space and number of library rooms, the median is 27 per cent of the standard set, the highest 120 per cent, the lowest 12 per cent. Only two libraries are above 75 per cent, while fourteen are below 50.

The median for number of volumes is 46.8 per cent of the standard; the highest 110, the lowest 15. Seven libraries are above 75 per cent, and thirteen below 50.

For hours of service per week, the median is 66 per cent of the standard; the highest 103, the lowest 51.

The library fund is the chief determining factor, along with scholarship and training of the librarian and staff. The median library fund is 29.1 per cent of the standard set; the highest 76.6, the lowest 9.3. Only three libraries are above 70 per cent, only five above 50, while fifteen are below 50, and four of these below 25.

In number of regular staff members the median is 27 per cent of the standard; the highest 90 per cent, the lowest actual staff 12.5, while one library operates with only student help. Only one library is above 75 per cent, sixteen are below 50.

In number of student assistants the median is 33.3 per cent. The highest is 200 per cent in a library having no regular staff, while the lowest is another library in the same state with no student assistants and 50 per cent of standard for regular staff. Six libraries are above 75 per cent, twelve below 50.

In the matter of faculty rank and vote accorded the librarian, fourteen report yes, eight no. But coupled with this are seven "yes" and fourteen "no" to the question as to whether the librarian's salary is on par with that of the professor of English. Academic and pro-

fessional preparation of the librarian has an important bearing here.

In the teachers colleges reporting, library instruction is represented by seven elective children's literature courses, three required courses, while nine offer no course.

Of these nine factors, seven are reported 100 per cent or more by at least one library. Only the library fund and regular staff are not so reported by at least one library. Apparently this indicates that the standards are not too high for the four-year teachers colleges.

The teachers college libraries must realize their importance. They must prepare for and be able to assist in modern research work and other scholarly uses of books. This means the following essentials: (1) a trained alert staff, recognized by faculty as scholastic equals; (2) an adequate book stock and library fund; (3) plenty of working space; and (4) student assistants for clerical work. It is believed that other important factors, such as library instruction and hours of service, will follow.

NORMAL SCHOOLS

Replies from thirty-one libraries of two-year normal schools in eighteen states show every one of the nine factors is realized 100 per cent by at least one library. Normal schools excel the teachers college medians in floor space, hours of service, and library fund; they equal the teachers colleges in regular staff, but stand lower in number of volume and of student assistants. It would seem that the "Measuring Stick" standards are not far wrong.

Percentages of standards achieved by normal school libraries follow:

The floor space median is 47.4 per cent, the highest 109, the lowest 14.

The median for number of volumes is 38.8 per cent, the highest 100, the lowest 10.

For hours of service per week, the median is 85.6 per cent, the highest 109, the lowest 56.

The library fund median is 40 per cent of the standard, the highest 125, the lowest 12. Two libraries have more than 100 per cent, six more than 50. It is significant that nine normal school librarians did not have and could not obtain figures about their library funds.

In number of regular staff the median is 25 per cent; the highest 100, while one library has no staff and no student assistants.

* Summary of remarks at A. L. A. Midwinter meeting, Chicago, December 31, 1923.

The median for number of student assistants is 20 per cent, the highest 180; while seven have no student assistants.

Faculty rank and vote is accorded the librarian by twenty normal schools, and not accorded by seven. Salary on a par with better paid instructors is paid by seven, and not paid by seventeen.

In the matter of required library instruction, the condition in the normal schools is distinctly better than in the teachers colleges.

The "Measuring Stick" is the result of thirty months' discussion by many librarians and teachers reduced to tabular and statistical form

by the N. E. A. Library Department Committee on Normal School Libraries. The standards set are not the averages of all cases examined but are considered attainable ideals. The actual figures for the above summary, arranged by states, are now available in mimeographed form*. The next steps are: (1) Obtaining and compiling of figures from at least one hundred more libraries; (2) A "weighing" of the various factors included, so that an actual "score" may be assigned each library.

* Write to the Chairman of the Committee, Willis H. Kerr, Kansas State Teachers College, Emporia, Kansas.

Student Assistants in a High School Library

By EDITH A. KING

High School Librarian, Jackson, Mich.

ONE of the most interesting projects for high school libraries is that of having high school students as assistants. Having worked with such assistants for over ten years and still finding them a source of joy, I may be allowed to be enthusiastic over the plan.

Our first assistant was appointed to fill an immediate need for some one to carry telephone messages, since that much abused instrument was located in the library, and obviously, the librarian could not answer it and be absent from the library delivering messages at the same time. This boy was also to help in any way with the library work. It soon became apparent that more students could be made useful in the same way, so others were added as the work increased. When five or six were working, it became necessary to have them meet as a class once a week that directions for the work might be given at the same time. Extra lessons in reference work and the use of library tools were given and a library spirit of service was aroused. The results were so satisfactory to the students, to the school, and to the library that the plan has been continued as a regular part of the school's activities.

Library Work is now an elective study for grades 10A to 11A, and is indicated on program cards as Lib. (1), for the first semester's work, Lib. (2) for second semester's work and so on. Most students usually continue it thru the remainder of their High School course, three to five semesters according to the grade in which they begin it. Pupils may elect the work with the permission of the librarian and those best fulfilling the requirements are given the first chance since the class is limited to about twenty-five. Their past work is looked

up, teachers are consulted, and their fitness for the work carefully considered. Good standing in their studies, pleasing personality, a desire to continue in library work as a profession are first considerations. Pupils working outside of school, or engaged in many other activities, are often unable to give a sufficient amount of time to make it practical for them to attempt to do any work in the library. Other things being equal, those having the least advantages are chosen because it may mean so much to them.

Each assistant is expected to spend one study period or other definite time, at noon, after school, or recess in the library in actual work; and also, to attend the Library class which meets after school one evening each week and to prepare the lesson for that meeting.

Until three years ago, this work was done without extra credit or other remuneration. Now, one half credit is given for each semester's work after the first, thus enabling a student who begins it as a 10A, to earn two full credits, the maximum amount allowed. However a student who lacks a half credit is not permitted to take up the work for the sake of earning the needed credit.

Much of the routine work, charging and discharging books, putting books up on the shelves, reading shelves, keeping books and room in general order, answering questions and helping with reference work, and taking care of the check lists from the study rooms, is done by assistants, under the constant supervision of the Librarian; but, done in definite time, under these conditions, instead of being drudgery, this work forms the basis of the best kind of training in promptness, accuracy, thoroughness, and reliability, because these can be insisted upon

and encouraged and held up as desirable and necessary attributes of all work. For shelf reading, one section of shelves is assigned to each assistant for reading, and as these sections are changed each week, all have the opportunity of becoming familiar with all classes of books.

Often in extra time, the assistants like to do other work, such as typewriting, arranging and filing cards; helping to prepare new books for the shelves, or caring for clippings and pamphlets, they gain thus an insight into various kinds of library work.

In the library classes, detailed instruction is given about the catalog, the classification, the charging system and regulations about desk work; later, definite lessons are assigned in the study of reference books, with topics and questions to be looked up in the books under consideration. Authors and titles of books are drilled on constantly in many ways. Reading of biography, history, science, drama, poetry, and novels by standard authors are recommended and occasionally we have an hour in which we talk over our "joy reading." Lists of allusions, each student hunting up and making a little speech about one, with reference to the book in which it may be found, make a profitable lesson. Bibliographies, special indexes, history of books and libraries, and other general topics are taken up with the older classes.

The character training which can be included in a course with such groups, is perhaps the most important work done. Accuracy, promptness, thoroughness, and perseverance are expected in all work. The use of initiative, the value of being dependable, the advantages of neatness and good manners, the qualities contributing to a pleasing personality can be discussed freely; while courtesy is made the keynote of library etiquette. "Business-like conduct in libraries," by Dr. Bostwick has chapters which apply equally well to high school libraries, and "A Message to Garcia" read each semester is a never failing source of inspiration.

To satisfy the present day liking for organization, these groups are formed into a Library Club which elects officers once a semester, holds business meetings once a month, and carries out the social activities of the Club. The parties, dinners with real toasts, and out-door meetings of various kinds held occasionally, unite us as friends; brings in the feeling of comradeship, and help to create library spirit; for people who play together one day, work together better the next day.

Over one hundred and fifty students have now served the school as library assistants and an annual reunion of these each June has become

an established date. Altho the members scatter after leaving school, over fifty are always present, messages from many absent ones are read, and a happy time of renewing acquaintances is enjoyed. Several of these former assistants are now working at the Public Library and the University Library and intend to continue in the library profession.

The results of this plan for assistants have been found to be far-reaching. To the student, taking the course for two years, it means more friends and acquaintances among the students and teachers, a personal familiarity with books not easily gained outside of a library, a knowledge of reference books and their uses which is of value later in college, in business, or in every day life. The responsibilities of the position develop poise, initiative and personality, helping many a shy, quiet beginner to become a self reliant individual.

The results to the school are even greater, for these students, passing their knowledge on to their classmates, take the library to the school in a way no one librarian can do. It becomes their library, and they enjoy and use it to the fullest extent. Other students will ask help of their friends when they will not admit ignorance to an older person. Altho the actual work might sometimes be done by a librarian more quickly without the presence of these young people, whose work requires constant supervision, the real results to all concerned are worth all the time and thought involved. And to the librarian this plan means real joy, for the association with such boys and girls, many of whom become real friends, brings more lasting pleasure and a greater reward than work with books alone can possibly do.

THE Director of the National Americanism Commission of the American Legion tells us that there are about 18,000 World War veterans, who served honorably in the World War, and who, while in training camps or serving abroad, made application for naturalization, which was granted them. These men now are naturalized citizens but have never called for their final naturalization papers, now on file in the Bureau of Naturalization, Department of Labor, Washington, D. C.

Librarians will do these men a service by reminding them that if they will write to the Bureau of Naturalization, Washington, D. C., giving their full name, present address, the camp they were serving at and the organization they were serving with at the time they applied for naturalization, final papers will be sent to them immediately.

Gifts to American Libraries in 1923

IN the list of gifts and bequests to American libraries in 1923 given below all gifts valued at five hundred dollars or more whether of money, buildings, sites, books or miscellaneous and undescribed items which have been reported to the American Library Association in 1923 are included. Gifts valued at less than five hundred dollars are included in the summary of minor gifts following the list of important gifts in each state.

Thirty-five states and Ontario reported. No report was received from other states due to the absence of a state library commission or its equivalent, or to there being no general record kept or gifts received, or to their having been no gifts valued at \$100, the minimum figure set by the A. L. A. in asking for the information.

The summary follows:

Gifts of money or gifts (other than books) valued in money, about..	\$9,630,884
Gifts of books, valued, about.....	38,651
Number of volumes, where money value was not quoted.....	92,217
Buildings, where money value was not quoted.....	5
Sites, where money value was not quoted.....	5
Miscellaneous.....	26

ARIZONA

TUCSON. 46 bound volumes of *Arizona Daily Star*, valued at \$500.

Minor gifts: Miscellaneous books valued at \$100.

ARKANSAS

LITTLE ROCK. 4,500 books were purchased by the Chamber of Commerce from the company handling the Camp Pike Library and presented to the public library.

CALIFORNIA

BERKELEY. Pacific School of Religion Library. \$100,000 Holbrook Memorial Library Building.

CAMPBELL. \$12,500 library building built and furnished by the Campbell Library Association and the Campbell Country Women's Club.

CARMEL. Bequest of Mrs. Ella Reed Harrison for library building in memory of her husband, the late Judge Ralph C. Harrison.

REDLANDS. A. K. Smiley Public Library. Furniture for new children's room and for adult department, gift of E. M. Lyon.

RIVERSIDE. Classics in French and German, notable books and large collection of prints, engravings and photographs, gift of Virginia F. Clement in memory of her father, Flavius B. Clement, California pioneer.

SAN DIEGO. Scientific Library. Gift of \$30,000 from the late W. W. Whitney.

SAN FRANCISCO. California School of Mechanical Arts Library. Bequest of \$25,000 from Rudolph J. Taussig, part of which is to be used for the library.

Minor gifts: 200 volumes to Alameda High School Library; free highway billboard space to Stanislaus County Free Library.

COLORADO

WINDSOR. \$600.

Minor gifts: Total of \$3,037 to Colorado Springs, Cripple Creek, Evergreen, Fort Lupton, La Junta, Lama, Monte Vista, Salida, Swink, Victor, and Windsor, and \$170 to all other libraries; total of 2,787 volumes to Brush, Colorado Springs (1,000), Craig, State Historical Society, Evergreen, Loveland, and Victor; and 2,448 volumes to all other libraries.

DELAWARE

WILMINGTON. A copy of Canovra's Hebe in Carrara marble, valued at \$400, was given to the Wilmington Institute Free Library by H. J. Krebs.

GEORGIA

MACON. Mrs. Ellen Washington Bellamy gave site and library building valued at \$50,000. Library is called Washington Memorial Library.

ATLANTA. Emory University Library received \$10,000 from Dr. Phinizy Calhoun for medical library; also \$5,000 from Mrs. McDonald of Cuthbert, the income to be used to buy books for the history collection.

Minor gifts: Oglethorpe University Library (Atlanta) received gifts of books amounting in value to \$250 and cash bequest from Board of Founders of \$100.

ILLINOIS

ARGO. \$500 from the Corn Products Company.

CARTHAGE. \$2,000 from M. P. Berry.

NORTHWESTERN UNIVERSITY. Elbert H. Gary has given the Law School \$100,000, the income to be devoted to the purchase and repair of books.

PETERSBURG. \$500 by the will of Margaret Field.

St. CHARLES. \$1,000 from Mrs. E. J. Baker, a trustee.

VRIDEN. By will of the late Mrs. Maxie Z. Henderson, 114 acres of land in Montgomery county, and the coal underlying the same, is to be sold five years after her death, and a library built in Virden, provided the city will maintain it, and make the necessary provision for it within a year.

WESTERN THEOLOGICAL SEMINARY. In memory of the late Robert B. Gregory, his widow, Mrs. E. Ettie Hibbard Gregory, has made a gift of \$50,000 for a library building.

ODELL. John McWilliams, Pasadena, California, has given \$500 to be repeated each year.

Minor gifts: Total of \$607 to Galesburg and Hinsdale; total of 2,500 volumes to United Charities Library, Chicago, and Millikin University, Decatur; bronze American eagle to Aledo.

INDIANA

BROOKSTON. \$1,000, bequest of Mrs. Ruth French.

KOKOMO. 7,000 law books.

WEST LAFAYETTE. \$500, bequest of Mrs. Ruth French.

Minor gifts: Total of \$656 to Carlisle, Frankfort, and Martinsville High School; total of about 2,000 volumes to Anderson, Carlisle, Columbia City, Connersville, Evansville, Fairmount, Fowler-Benton County Library, Greenwood, Huntingburg, Kendallville, Kewanee, La Grange, Lebanon, Logansport, Martinsville High School, Osgood, Oxford, Pendleton, Petersburg, Terre Haute, Van Buren, and Winchester; equipment to Fairmount and Ligonier; miscellaneous gifts to Boonville, Cambridge City, Frankfort, North Vernon, and Shelbyville.

IOWA

BOONE. \$1,000 by will of Louis Goeppinger, to be known as Goeppinger endowment fund.

CEDAR RAPIDS. Coe College Library. \$6,000 from Mrs. J. E. Joy as memorial to her sister, Alice King.

Minor gifts: \$100 from the P. E. O. to Centerville for books.

RED OAK. \$6,000 from Mrs. H. C. Lane for addition to the library building.

KENTUCKY

GEORGETOWN. Scott County Public Library. \$5,000 from Mrs. Junius Johnson of Mississippi to be added to her \$15,000 gift for a library building. \$5,000 from Mr. and Mrs. G. H. Nunnally for a library building site.

LEXINGTON. University of Kentucky. Bequest of library of Dr. James K. Patterson, president emeritus, of 2,945 volumes valued at \$5,000.

LOUISVILLE. Bronze statue (by George Gray Barnard) of Abraham Lincoln from Mr. and Mrs. I. W. Bernheim.

Minor gifts: Total of \$492 to Danville, Mt. Sterling, and Williamsburg; books valued at \$300 to Georgetown College; total of 1,443 volumes to Berea College and Nazareth Academy.

MAINE

ANDOVER. \$500 from Abbie Carpenter of Portland, toward library building fund.

ANSON. \$500 from estate of Mrs. Alice P. Simmons; \$200 from estate of Charles S. Moore.

BANGOR. \$5,000 from the Hill fund; total of this fund, \$305,000, now in the hands of Library Treasurer.

BIDDEFORD. \$1,050 and \$500 from local manufacturing firms.

BRIDGTON. \$1,000.

CAMDEN. \$600 from Mrs. Edward Bok; \$170 from Literary Club.

FARMINGTON. \$2,000 from Frenacres Memorial Association to be known as the Jacob Abbott Memorial Fund for books.

GUILFORD. \$1,000.

HARRINGTON. \$12,000 presented to the Harrington Library Association for Gallison Memorial Library. Private library of Gallison estate to value of \$400. \$200 from Mrs. Delia Smith, of Bangor.

HARSWELL. \$550.

HEBRON. \$1,500, bookcase and books presented by Mrs. Moody of Hebron for Moody memorial.

JAY. \$17,500 by will of Miss E. M. Niles, the income for repairs and books.

KENNEBUNK. Bequests of \$500 and \$100 respectively.

LIVERMORE. \$500 by bequest.

LOVELL. \$500, by bequest of Augustus Hall Walker of Bridgton.

MERCER. A library and income from \$800.

MIL. \$8,500 from the Carnegie fund.

MOUNT DESERT (SOMERVILLE). \$1,000 from Mrs. Tezah Arnold, interest to be used for general expenses.

PORTLAND. 1,000 shares of the Portland Railway stock (annual income, \$5,000).

RANGELEY. \$1,000 from Henry W. Bliss of Boston, for books.

WATERFORD. \$1,000.

WAYNE. From estate of Hon. J. H. Millett, of Malden, Massachusetts, portraits to the value of \$1,000.

WINSLOW. \$1,000 from the late Alden Bassett.

Minor gifts: Total of \$1,400 to Bernard, North Bridgton, Buckfield, Corinna, Cumberland, Dennysville, Fort Fairfield, Freeport, Houlton, Naples and Weld; books valued at \$1,260 to Bar Harbor, Gorham, Howland, Limerick, Wells, and Winterport; total of 2,283 volumes to Auburn, Corinna, Dennysville, Friendship, Milo, Thomaston, Waterville, and Wilton; art objects to Milo.

MARYLAND

BALTIMORE. Enoch Pratt Free Library. Site for Branch Library No. 26.

Goucher College Library. \$3,230 to the endowment fund from the Class of 1913.

Minor gifts: Total of \$565 to University of Mary-

land and Hood College libraries; books valued at \$200 to Peabody Institute Library, Baltimore.

MASSACHUSETTS

ACAAM. The promise of a \$25,000 library building from Mrs. Minerva P. Davis; \$15,000 from Mrs. Davis and her two children toward an endowment fund if the town will raise \$10,000 in addition.

ASHFIELD. \$1,000, bequest from Sara Norton.

ATTLEBORO. \$1,000 gift of Milford Bliss, \$1,000 from Joseph L. Sweet, \$1,000 Edwin F. Leach, \$100 from Mrs. Gertrude H. Sweet—all for purchase of books.

BEDFORD. \$1,000, bequest from Mary F. Jenks.

BEVERLY. \$15,580 from the Lefavour Estate.

BROOKLINE. \$1,000 from estate of Alice W. Bancroft, income to be used for books about animals.

CAMBRIDGE. \$3,000 for books.

CHESHIRE. \$500, gift of Lois E. Dean, the interest to be used for the purchase of new books. \$500 under the will of George J. Dean.

CONWAY. \$2,000 from the Marshall Field Estate.

FALL RIVER. \$5,000, gift of "friend of the children," as a trust fund for the children's department.

FRAMINGHAM. Antique furniture, pictures, Japanese articles valued at \$10,000; from estate of William H. Smith.

GRANBY. \$1,000, bequest of Jeannette Ferry of New Haven.

HARWICHPORT. A site, gift of Mrs. Paul R. Gray; \$1,200 toward the new building, gift of Gideon H. Freeman.

HUBBARDSTON. \$3,000, bequest from A. Maria Bufum; \$100 under the will of Cecelia Witt Clark.

LECESTER. \$2,500, bequest of Edwin L. Watson.

LENEX. \$2,000, gift of Ellen Bullard; \$5,000, bequest of Mrs. Frank K. Sturgis.

LYNN. \$5,500, bequest of Judge Rollin E. Harmon.

MENDON. \$5,000, bequest from Austin B. Fletcher.

MERRIMAC. \$55,000 to \$75,000, residue of estate of Thomas H. Hoyt bequeathed to the town for library building.

NORTHFIELD FARMS. Bequest of \$1,000 from H. W. Montague.

NORWOOD. \$50,000, bequest of Mrs. Alice H. Plympton.

ORLEANS. \$2,000, bequest of William H. Nelson.

PETERSHAM. \$2,000, bequest from Hammond H. Houghton of Worcester.

PLYMOUTH. \$1,000, bequest of Rose Standish Whit-
ing.

SANDWICH. \$5,520, bequest from Susan E. Hoxie.

SHEFFIELD. \$25,000, bequest of Samuel Hopkins Bushnell for new library.

SHELBURNE. \$1,000, bequest of Mrs. Martha Severance Draper.

SHELBURNE FALLS. \$1,000, bequest of Mrs. Martha Severance Draper.

SHREWSBURY. Not less than \$25,000, gift of Artemus Ward for an addition to the library.

SPRINGFIELD. \$25,000, bequest of Henry H. Skinner, income to be applied to the children's department; about \$10,000 from Charles A. Emery; \$10,000 from Mary A. Booth.

TOWNSEND. \$35,000, bequest from Charles B. Hart, for a library.

WAKEFIELD. Large but unspecified amounts, gifts of Junius Beebe; \$5,000, gift of Mrs. Decius Beebe, creating a trust fund, the income to be spent on books for children; \$10,000 trust fund, gift of Marcus Beebe; \$500, anonymous, for new books for children; \$500 to furnish and keep in repair all the clocks in the new Lucius Beebe Memorial Library.

WAREHAM. \$1,000, gift of Mrs. Helen M. Palmer.

WATERTOWN. \$3,000, bequest from Mrs. Mary D.

E. Mead of Newton, the income to be used for the purchase of books.

WEST SPRINGFIELD. A trust fund of \$5,000 created by will of Martha D. S. Ludington.

WESTBOROUGH. \$5,000, bequest of Charles S. Henry.

WESTFIELD. \$50,000 from Mrs. Florence Rand Long of Montclair, N. J., for an art museum to be included in the new library group. \$15,000 from Speaker Frederick H. Gillett and his sister for the restoration of the Athenaeum.

WESTMINSTER. \$1,000 from estate of Preston P. Ellis.

WESTON. \$8,000, bequest of Horace S. Sears, creating the Ellen Sears Fund, the income to be used for sickness or vacation purposes for the assistants.

WEYMOUTH. \$1,000, bequest of Walter G. Forsyth.

WINCHESTER. \$2,000, bequest of Abraham B. Coffin for the purchase of books.

Minor gifts: Total of \$1,813 to Becket, Bolton, Brockton, Colrain, Holliston, Lexington, Lunenburg, South Hadley, Whitman, and Yarmouth.

MICHIGAN

MARCELLUS. \$7,000, bequest for a library.

ANN ARBOR. William L. Clements Library of American history, containing 22,000 volumes valued at over \$1,000,000 together with the building, costing \$225,000, and furnishings was formally presented to the University of Michigan in June.

Minor gifts: 150 volumes to Farmington, and the library of the late C. W. Post of Battle Creek, to Calhoun County.

MINNESOTA

ALEXANDRIA. \$2,000, bequest from Senator Knute Nelson, income to be used in purchase of books on history and biography. \$2,000, bequest from A. H. Gregersen.

ANNANDALE. \$500, bequest for library building.

BRAINERD. Painting "Glass Blowers" (valued at \$1,500) from Congdon estate.

CHAMPLIN. \$1,000 for a library and community building.

LEROY. \$25,000 from estate of Ole Reirson, the income to be devoted to library purposes on certain conditions.

MINNEAPOLIS. \$5,000 in Liberty Bonds from Edward M. and Effie R. Johnson Foundation, income to be used for purchase of books.

—Athenaeum. Similar gift of \$5,000.

WORTHINGTON. \$100 from A. M. Welles for purchase of books on American government and ideals (\$2,500 to be left to the library in his will and the sum of \$100 to be donated annually during the life of the donor).

Minor gifts: \$275 to Fairmont.

MISSISSIPPI

AMORY. \$5,000 for the establishment of a library building to serve the schools of the county.

MISSOURI

HANNIBAL. \$10,000 as a trust from Mrs. Helen K. Garth.

MACON. \$400 worth of steel shelving. \$100 worth of books from Anti-Rust Club.

PARKVILLE. Park College. \$2,100 from Mr. and Mrs. George A. Lawrence; \$700 from the class of 1923; \$250 from the Faculty Women's Club.

POPLAR BLUFF. Books valued at \$700.

St. LOUIS. Principia Library, \$1,000 from Alumni Association.

—St. Louis University. Two gifts of books worth about \$700 and \$125, respectively.

—Washington University. Books including many rarities amounting to about \$10,000, from William K. Bixby.

SHELLEINA. \$500 in trust for book fund from W. O. L. Jewett.

Minor gifts: Total of \$750 to Bonne Terre, Hamilton, Tarkio, and Trenton; total of 4,449 volumes to Fulton, Missouri Valley College Library (Marshall), and St. Louis; books valued at \$500 to Missouri Historical Society, St. Louis, and Webb City.

NEBRASKA

KEARNEY. Picture valued at \$3,000 from Lawton Parker.

SEWARD. \$500, gift of Fred K. Babson.

Minor gifts: Total of \$372 to Broken Bow, Rushville, and York College; total of 2,071 books to Alliance, Arnold, Aurora, David City, Falls City, Tekamah, Wakefield, Wymore, and Doane College (Crete); books valued at \$800 to North Platte, Plattsmouth, Seward, York, and State Historical Society (Lincoln).

MONTANA

BILLINGS. About \$20,000 for addition to Farnly Billings Memorial Library from Elizabeth Billings.

NEW HAMPSHIRE

AUBURN. \$500, by will of Mary E. McDuffee to the Griffin Town Library for the purchase of books.

CANAAN. The town refused to accept a gift of \$25,000 for a library building left by bequest of Frank D. Currier.

CONCORD. By the will of Dr. Charles P. Bancroft \$5,000 was left to the Library building fund, not available during the lifetime of Mrs. Bancroft.

—The State Historical Society has received large gifts during the year which have not been made public.

EXETER. \$150 for books in English literature for the Davis library, to be given annually by Frank L. Crawford.

HEBRON. Dr. Charles P. Bancroft of Concord bequeathed \$2,000 to be held in trust, the income to be used for the purchase of new books.

HILLSBOROUGH. Mrs. J. B. Smith has promised a gift of \$10,000 for a building, providing it is dedicated as a memorial to Hillsborough soldiers in the European War. The site for the building was given by Jennie Butler, and over \$800 from the Deborah Club of Hillsborough.

MERIDEN. A library building has been given the Kimball Union Academy by George W. Barnes of Lyme. Trustees and alumni are working to raise the endowment to \$500,000.

MERRIMACK. Gift of a Memorial Library Building, plans not yet approved.

RINDGE. \$1,000 to the Ingalls Memorial Library by the will of the late Harriet M. Buswell.

—The West Rindge Branch Library has received about a hundred dollars worth of books and is entirely supported by gifts from Mary Ware of Boston.

Minor gifts: Total of 2,000 volumes to Sunapee and to Pembroke High School; collection of minerals to Rochester.

NEW YORK

ALBANY. State Library. 6784 books from unnamed donors.

AMSTERDAM. \$1200 from Mrs. John Sanford, for children's room.

ANTWERP. \$15,000 by will of the late George N. Crosby, making a total of \$55,000 provided by him. For endowment.

BAINBRIDGE. \$4,000 from Mr. and Mrs. D. Ward Lewis in memory of their daughter who had been assistant librarian, the money to be kept as permanent endowment.

BUSTI. \$5,000 by will of C. B. R. Hazeltine and his sister, to be used for founding and maintaining a town library.

CANTON. \$500 by will of Celia Smith. \$600 from De Grasse Paper Co. for salary of branch librarian at Pyrites.

CHERRY VALLEY. Valuable site for library building, from Captain A. B. Cox; \$7200 from individual donors for new building.

CRAGSMOOR. \$100 each from 8 subscribers, conditioned on the raising of \$3000 for new library building.

DANSVILLE. \$16,663 from bequest of the late Dr. F. M. Perine, recently come into possession of the library thru the death of Emily B. Peck, who had a life interest. \$10,000 of this amount for improvements in the building, the remainder for an endowment fund.

DIAMOND POINT. \$5000 by will of Lawrence Jacob, for endowment.

DOBBS FERRY. Rent of building equal to \$600, from Mr. and Mrs. F. Q. Brown.

DOLGEVILLE. \$1000 from Julius Breckwalt, for remodeling building given by him in 1922.

EAST AURORA. 1150 books from unnamed source.

EAST HAMPTON. \$1000 by bequest of Mrs. John D. Hedges; \$200 from Mary Thompson.

ENDICOTT. \$14,416 from Endicott Johnson Co. for library maintenance.

FAYETTEVILLE. \$1000 by will of C. W. Austin.

FRANKLINVILLE. \$2884 by will of Kate Green Wood.

GLOVERSVILLE. \$5000 by will of R. B. Parsons; \$350 to Peck Fund and \$315 to MacDonald Fund, from unnamed friends.

GRANVILLE. \$1200 from F. T. Pember, \$400 from Ellen J. L. W. Pember, for library maintenance.

GREAT NECK. \$1100 from donors; \$300 from Mr. and Mrs. Roswell Eldridge; \$250 from Henri Bendel.

GREENPORT. \$1000 by will of Annie K. Bartlett.

GREENWICH. \$2000 by will of Harry C. Gray.

HIGHLAND FALLS. \$950 from Mrs. J. P. Morgan for library support.

IRVINGTON. \$1000 from Mrs. W. R. Furse for library endowment.

JOHNSTON CITY. \$6810 from Endicott Johnson Co. for library maintenance.

KEENE VALLEY. \$2000 or more, for erection of children's room, from Mr. and Mrs. Burton Twitchell; \$100 for general expenses from George Notman; \$100 from G. H. Luck; \$650 from unnamed donors for maintenance.

LOCUST VALLEY. Building for library, valued at \$20,000 from anonymous donor.

McGRAW. \$2429 from Elizabeth Lamont, for maintenance of Lamont Memorial Library.

MEREDITH. Generous amounts from the F. W. Ayer family, making possible the establishment and maintenance of the local library.

MILLBROOK. \$1600 from H. H. Flagler for library support.

MILTON. \$500 from Society of Maids and Matrons; \$1000 from ten donors toward a new library building.

NEW YORK CITY. Beth Israel Hospital. Medical library valued at more than \$50,000, from Dr. Jacob Rosenbloom.

—Columbia University Library. Cash gifts of \$100 or more from the Accounting Club, Rev. Acton Griscom, F. Trubee Davison, James Loeb, William Low and Robert H. Montgomery. Books valued at over \$100 from Roger Foster, Mrs. A. W. Dow, Czechoslovak Ministry of Education, the University Club of New York and Bestuur van het K. Wilhelmina Lectoraat.

—Hudson Guild Library. \$1050 from anonymous source.

—New York Public Library. \$3,000,000 from John D. Rockefeller, Jr., \$2,000,000 from Payne Whitney

and \$1,000,000 from Edward S. Harkness making a combined gift of \$6,000,000 to be applied to permanent endowment for the Reference Department; \$4,000 from Juilliard Musical Foundation for music and books; \$3,000 from Dr. Milivoy S. Stanoyevich for Slavonic books. 36,161 volumes, 114,835 pamphlets, 1,275 maps, and 1,246 prints, with a total valuation of \$32,173.65, were received by the Reference Department; 7,295 volumes (no estimate of value made) were received by the Circulation Department. Some of the individual gifts included in the foregoing total were the following: Important Americana from George S. Baker, Jr., (Letter of Columbus, printed at Paris, about 1493; Daniel Denton's "Brief Description of New York," London, 1670) and from Edward S. Harkness (two manuscripts, Hakluyt's "Discourse on Western Planting," and the original deed to Rensselaerswyck, signed by Peter Minuit and his council). From J. Pierpont Morgan came 1,079 volumes, 345 pamphlets, and 500 periodicals; from Mrs. Frederic Ferris Thompson, 16 books and illuminated manuscripts; 764 volumes, 2,843 pamphlets and 953 periodicals, relating to the Seventh Day Adventists, from Frank A. Peterson; 682 bound volumes of New York City newspapers from the *New York Globe*; 917 volumes, 120 pamphlets, and 9 portfolios from Willard Church, in memory of William Conant Church; 1,836 volumes and 377 pamphlets from the library of the late Henry Edward Krehbiel, as a gift from Edward Ziegler and associates; 83 issues of Hugh Gaine's *New York Mercury*, 1760, 1761, from Mr. and Mrs. John Gaine Rumney; 75 posters by Brangwyn, Pennell, Pryse, and others, from Ivor Fraser; 112 volumes, 16 pamphlets, and 1,900 periodicals, relating to photography, from the Camera Club.

NYACK. \$3890 by will of F. B. Blauvelt.

ONEONTA. \$3000 from H. E. Huntington for library maintenance.

OSWEGO. \$2000 from unnamed source.

PALMYRA. Rent, heat and janitor service of library building, from Pliny T. Sexton; \$100 from F. W. Griffith.

PEEKSKILL. Cost of remodeling and furnishing church building and adapting to needs of public library, from James B. Ford.

PINE HILL. Cost of upkeep and librarian's salary from the Morton family.

POCANTICO HILLS. \$2828 for improving Lyceum and Library building, from John D. Rockefeller and son.

RHINEBECK. \$500 from Carrie Moore.

ROME. \$5000 by will of late Edward Comstock.

ROUND LAKE. Site for library building including eight lots from Mr. and Mrs. Ellie L. Rowe.

ROXBURY. \$1200 for library maintenance from Mrs. Finlay Shepard.

SARANAC LAKE. \$1000 from A. W. Erickson for new books; \$100 from Mrs. Frank Black for books; \$100 from Horace Jenks for general library purposes.

SCOTTSVILLE. \$1100 from anonymous donor, for general expenses.

TIVOLI. Building long occupied by the library, valued at \$1800, from Mrs. E. de Peyster Hosmer.

TROY. Antiquities, prints, paintings, pictures, engravings and other works of art, and \$10,000 to provide endowment for care of the collection, by will of F. B. Griswold, the collection to be known as the John A. Griswold Memorial.

WALTON. \$1000 from the Eells estate, for amendment.

WARRENSBURG. \$1170 for library maintenance from anonymous source.

WARWICK. \$100,000 by will of the late Mrs. Annie Wisner of Chicago, \$50,000 to be applied to library building and \$50,000 to income producing endowment.

WEEDSPORT. \$1000 by will of Mary Moore.

Minor gifts: Total of \$3693 to Arcade, Belfast, Canajoharie, Cazenovia, Chappaqua, Dobbs Ferry, Fort Plain, Homer, Jordanville, Lowville, Mamaroneck, Manlius, Raquette Lake, Rensselaerville, Rhinecliff, Roslyn, Shelter Island, Tuxedo Park, Wayland, and Williamsville; total of 7263 volumes to Briarcliff Manor, Buffalo, Cragmoor, St. Lawrence University (Canton), Dobbs Ferry, East Hampton, Eldred, Flunna, Hempstead, Hoosick Falls, Irvington, Keene Valley, Le Roy, Lima, Marcellus, Massapequa, Nyack, Port Washington, Roslyn, and Weedsport; books valued at \$250 to Canandaigua; equipment to Dobbs Ferry, radio outfit to Rhinecliff, cabinet of jewels, etc., to Utica.

NORTH CAROLINA

CHAPEL HILL. University of North Carolina. \$1,000 to the North Carolina collection from John Sprunt Hill of Durham.

DURHAM. Book truck valued at \$1,000.

—Colored Library. \$1,000 from J. B. Duke of Charlotte.

—Trinity College. Books valued at \$3,718.

EDENTON. \$5,000.

GOLDSBORO. Gifts valued at \$1,322.

ROCKY MOUNT. \$1,000 from J. C. Braswell.

SOUTHERN PINES. Books and magazines valued at \$762.

Minor gifts: Total of \$1326 to Trinity College, Hickory, Mars Hill, Raleigh, and Southern Pines; total of 1590 volumes to University of North Carolina, Queens College (Greenville), Hickory, Flora Macdonald College (Red Springs), Wake Forest College Library; books valued at \$795 to Andrews, Queens College, Durham Colored Library, Edenton, Shaw University (Raleigh, colored), Southern Pines, and Tryon; type-writer valued at \$120 to Rocky Mount.

NORTH DAKOTA

WHAPETON. Library building costing \$43,000 from Mr. and Mrs. Leach; \$500 from Mrs. M. E. Lane for furniture for reading room; \$100 for general purposes from B. Taylor.

OHIO

ASHLAND. College Library. \$510 for books on religious education from the National Sunday School Association of the Brethern Church; \$532 for books; \$5,966 for other uses of which \$5,000 is from Dr. G. Hess.

—Public Library. Bequest of Belle F. Osborn on one-third of her estate, after legacies are paid, for books.

CANTON. \$20,000 and the private library of the late Judge H. A. Wise, given by his heirs, Ella W. Chance and Katherine T. Hartzell, for a memorial alcove.

CELINA. \$500 legacy from Mrs. Luella Wyckoff.

CINCINNATI. Museum Association. Bequest of Eugenia I. Goshorn, of her historical library and art collection and \$5,000.

—University. \$500 worth of books relating to secondary education from the Board of Education.

CLEVELAND. Adelbert College. Book fund of \$950 from Prof. W. G. Leutner in memory of the late Prof. Samuel B. Platner; book fund of \$113 from the Cleveland Peace Society; copy of the original edition of Martin Luther's "Disputatio pro Declaratione Virtutis Indulgentiarum" (the ninety-five theses), the earliest book of the Protestant Reformation, from Prof. F. G. Peabody.

—College for Women. \$500 from Mrs. H. S. Upson, for books for the history department.

—Public Library. 2,686 items for the John G. White collection from the president of the board; \$400 from the Cleveland Patent Law Association for binding patents.

—Western Reserve Historical Society. \$100,000 for a William Bingham trust fund, from his children.

—Western Reserve Library School. \$25,000 from the Carnegie corporation and \$25,000 from the University and alumni, for endowment.

GRANVILLE. \$76,000 from a drive for a library building.

HAMILTON. \$5,000 from Emma Hughes, as a memorial to the late L. P. Clawson, in trust, the income to be used for books.

MIDDLETOWN. \$3,152 from the Civic fund; \$100 from the American Rolling Mill Girls' Association.

OXFORD. Miami University. 700 volumes from the library of the late Dr. Andrew D. Hepburn; 400 volumes of music scores from the library of the late Prof. J. A. Robert, given by Mrs. Robert.

SPRINGFIELD. Wittenberg College. Bequest of 1,600 volumes the theological library of Prof. V. G. A. Tressler.

TIPPECANOE CITY. \$100 from Mr. and Mrs. E. L. Crane; \$100 from Mr. and Mrs. J. F. Detrick; \$1,400 in smaller amounts in a drive for establishing a new library.

YOUNGSTOWN. \$500 from Laura Wick for books for the Haselton branch library; \$100 from the Friday afternoon club for books.

ZANESFIELD. \$10,000 bequest of Earl S. Sloan and an additional \$15,000 upon the death of Mrs. Sloan.

Minor gifts: Total of \$1478 to Mt. Union College (Alliance), Bucyrus, Eaton, Mt. Vernon, Springfield, Troy and Urbana; total of about 1270 volumes to Mt. Union College, State Normal College (Kent), Marietta College, and Westerville; books valued at \$126 to Mt. Vernon.

ONTARIO

NEWCASTLE. A new building, costing \$250,000, is to be used for community purposes and will include the public library.

OREGON

BURNS. \$495 bequest from John L. Scarff.

PORTLAND. Library Association. \$1000 staff loan fund; \$500 Doernbecker gift for technical books.

Minor gifts: Total of \$1,773 to Albany College, Freewater, La Grande, University of Oregon, Reed College, and St. Helens; books valued at \$150 to Oregon Agricultural Library; building valued at \$250 to Freewater.

PENNSYLVANIA

ALEXANDRIA. \$20,000 from the Thompson estate.

AMBLER. School Library. \$700 from the Parent-Teachers' Association.

AMBRIDGE. \$5,500 from the Community Chest.

ARDMORE. \$52,000 from Mr. Ludington, in memory of his wife for extension of building.

BEDFORD. \$929 from Woman's Club.

BLAIRSVILLE. \$100 legacy from a friend and \$750 from club.

CHAMBERSBURG. Wilson College, a library building from George H. Stewart of Shippensburg.

CONNELLSVILLE. \$2,754.68 from the Civic and Afternoon Club.

DANVILLE. \$3,195 from a drive.

EBENSBURG. \$854 for support of library.

HANOVER. \$5,250 from the Kiwanis Club.

LANGHORN. \$2,000 from Elizabeth S. Allen.

LEWISBURG. \$500 outright and \$100 annually for books from Mrs. Carrie Geddes.

MILTON. \$4,100 from drive.

MONONGAHELA. \$1,300 from drive.

MONTRUSE. \$4,000 from a book fund from Col. Warren and \$2,004 from drive.

NORTH WALES. \$495 from drive.

POTTSTOWN. \$24,000 from drive.

ROCHESTER. \$567 from Library Association.

SEWICKLEY. \$100,000 building from W. L. Clause in memory of his wife.

TARENTUM. \$4,500 from a drive.

TIDMOUTH. \$500 from F. R. Hertzell for a book fund.

Minor gifts: Total of \$1,610 to Dornington, Mansfield, Newport, Pennsburg, Shamokin, Susquehanna, and Washington.

RHODE ISLAND

PROVIDENCE. McLennan Lincoln collection, given to Brown University by John D. Rockefeller, Jr., estimated at not less than \$50,000.

SOUTH CAROLINA

JOHNSTON. Memorial gift of 100 volumes to be added to each year from Mr. and Mrs. Jack A. Lott.

SOUTH DAKOTA

Total of \$430 to Parker, Pierre, and Murdo; Ipswich, use of building (rental value \$240); 1,000 volumes to Yankton.

TENNESSEE

CHATTANOOGA. \$1,032 and 545 volumes valued at \$600.

JOHNSON CITY. \$1,000 from Dr. E. T. West.

KNOXVILLE. University of Tennessee. 6,000 volumes with \$5,000 endowment from the late James Douglas Bruce; magazines and books valued at \$700 from President H. A. Morgan; Stuart Maher Memorial (given by students 1923), \$1,644.

NASHVILLE. Fisk University. \$5,000 from H. H. Herbst.

Minor gifts: Total of \$300 to Tusculum College (Greenville), and Fisk University (Nashville); books valued at \$588 to Carson and Newman College (Jefferson City), University of Tennessee (Knoxville), and Johnson City.

TEXAS

AUSTIN. Books valued at \$1,000 from Frank Kell.

BEAUMONT. Building valued at \$70,000 from Capt. W. C. Tyrrell.

CANADIAN. Books valued at \$965.

EL PASO. Books valued at \$1,425.

FORT WORTH. Texas Christian University. \$50,000 for library building from Mrs. Burnett Coutts.

HARRIS COUNTY. Books valued at \$535.

SAN ANTONIO. Books valued at \$4,400.

VERNON. Books valued at \$680.

Total of \$1,475 to Amarillo (Potter County Free Library), Tillotson College (Austin), Brenham, Bryan, Collegeport, Corsicana, Eastland, Lubbock, Memphis, Meridian, Mineral Wells, Westminster College (Tehuacana), Tyler, Waco, Winnsboro; books valued at \$5,015 to Amarillo, Arlington, Tillotson College, University of Texas (Austin), Austin, Cisco, Collegeport, Corsicana, Bryan High School (Dallas), Eastland, El Paso, Fort Worth, Gainesville (Cooke County), Graham, Hereford, Houston (Harris County Law Library), Huntsville Prison Library, Lubbock, Memphis, Meridian, Milford, Mineral Wells, Navasota, Plainview, Bexar County Medical Library (San Antonio), Breckenridge High School Library (San Antonio), Seminary Hill, Sherman, Stamford, Tyler, Vernon and Waco; equipment and labor valued at \$380 to Collegeport, Lubbock, and Waco.

VERMONT

FAIRFAX. Books valued at \$2,500.

JEFFERSONVILLE. Endowment of \$2,600 from Crescendo Club.

MORRISVILLE. \$500.

NORTHFIELD. \$2,057.

ROYALTON. \$1,105.

ST. ALBANS. \$534.

WARDSBORO. Legacy of \$2,500.

Minor gifts: Total of \$1,542 to Dorset, Hartland, Manchester, Moretown, Springfield, South Hero, Stowe,

and Washington; books valued at \$850 to Brattleboro, University of Vermont (Burlington), Derby Line, Grafton, Morrisville, Orwell, Randolph, Wardshere, and Williston; radio valued at over \$100 to Craftsbury, mineral and curio cabinet to Orwell.

VIRGINIA

PETERSBURG. Gift of building valued at \$30,000 to be used for a library, from Mrs. W. R. McKenney.

WASHINGTON

VANCOUVER. \$500 by will of C. C. Gridley.

Minor gifts: Total of \$611 to Chehalis, Sedro-Woolley, and Kennewick.

WEST VIRGINIA

MORGANTOWN. University of West Virginia. Collection of 15,000 agricultural bulletins, mostly bound.

WISCONSIN

BOSCOREL. \$25,000 for building, by will of George Felix Hildebrand.

DE PERE. \$2,000 by will of A. C. Wells.

MARINETTE. \$500 from daughters of late Isaac Stephenson.

MILWAUKEE. \$2,500 in securities from American Chemical Society, income to be used for chemical books and magazines. About 2,500 books and several thousand magazines donated for hospital work.

THORP. \$700 raised by Women's Union Club for library building fund.

Minor gifts: Total of \$1,475 to Abbotsford, Berlin, Bloomington, Fennimore, Horicon, Laona, Marion, Medford, New London, New Richmond, Phillips, Prairie du Sac, Reedsburg, Ripon, Shawano, Sparta, Sturgeon Bay, Waterloo, and Williams Bay; total of 3,047 volumes to Beaver Dam, Elkhorn, Galesville, Kewaunee, La Crosse, Lake Geneva, Monroe, North Fond du Lac, Pewaukee, Reedsburg, Wauwatosa, West Allis, and Williams Bay; large bookcase to Kewaunee.

LIBRARY CALENDAR

April 15-17. At the New York Public Library. Conference on training for librarianship.

April 24. At the Brooklyn Museum, Eastern Parkway and Washington Avenue. New York Library Club. Speaker, Tony Sarg, who will outline "The Historical Development of the 'Marionette' and give 'An Account of his Creation of the Silhouette Motion Picture.'"

April 24-25. At St. Petersburg. Florida Library Association.

April 24-26. At Birmingham. Alabama Library Association.

April 28-30. At Pasadena. Annual meeting of the California Library Association.

May 2-3. At Atlantic City. Headquarters at the Hotel Chelsea. Twenty-eighth joint meeting of the New Jersey Library Association and the Pennsylvania Library Club.

May 16. At the Silas Bronson Library and the Mattatuck Historical Society. Connecticut Library Association. Speakers: State Librarian Godard, Dean Wilbur Cross of Yale, Edward H. Davis of Waterbury, and others. Round tables for public, special, college and children's librarians.

May 22-23. At the Lithgow Public Library, Augusta, Maine Library Association.

June 19-21. At the New Ocean House, Swampscott, Mass. Massachusetts Library Club.

June 30-July 5. At Saratoga Springs, N. Y. Forty-sixth annual conference of the A. L. A., in co-operation with affiliated organizations. Preliminary announcements on p. 334.

Music Titles for First Purchase

LISTS SELECTED BY THE MUSIC COMMITTEE OF THE CALIFORNIA LIBRARY ASSOCIATION.

THREE lists of music items for first purchase by libraries with very limited appropriations have been compiled by the Music Committee of the California Library Association primarily in response to repeated requests for advice on this matter. The committee, of which Jessie M. Fredricks, head of the Music Department of the San Francisco Public Library, is chairman, has aimed also at compiling lists of music sure to be in demand, enabling the librarian to show her board of trustees that music is a popular addition. No attempt is made to elevate the taste of a community; that will grow out of the demands and requests that are sure to follow from the public itself.

A Twenty-five Dollar List

FOLK-DANCES

Burchenal, Elizabeth. American country-dances. Schirmer. \$1.50.

PIANO SOLOS

Wier, A. E., *ed.* Child's own music book. Appleton. (Whole world series) \$2.

—Dance music the whole world plays. Appleton. (Whole world series) \$1.25.

—Grand opera with a victrola. Appleton. (Whole world series) \$1.25.

—Masterpieces of piano music. World Syndicate Co. \$1.

—Modern opera selections. Appleton. (Whole world series) \$1.25.

PIANO DUETS

Wier, A. E. Piano duets the whole world plays. Appleton. (Whole world series) \$1.25.

SONGS

Bantock, Granville. One hundred folksongs of all nations. Ditson. \$2.50.

—Sixty patriotic songs of all nations. Ditson. \$2.50.

One hundred one best songs for home, school and meeting. Cable. \$0.25.

Wier, A. E., *ed.* Ballads the whole world sings. Appleton. (Whole world series) \$1.25.

Waite, H. R., *comp.* College songs. Ditson. \$0.50.

Wier, A. E., *ed.* Sacred music the whole world sings. Appleton. (Whole world series) \$1.25.

—Songs the whole world sings. Appleton. (Whole world series) \$1.25.

VIOLIN

Wier, A. E., *ed.* Modern violin pieces the whole world plays. Appleton. (Whole world series) \$2.

—Violin pieces the whole world plays. Appleton. (Whole world series) \$2.

CHAMBER MUSIC

Rissland, Karl, *ed.* Easy trio album. Ditson. \$2.

A Fifty Dollar List

GENERAL

Wier, A. E., *ed.* Everyman's music library. 10v. Appleton. \$25.

V. 1. Standard piano pieces; v. 2. Modern piano pieces; v. 3. Standard dance pieces; v. 4. Modern ballads; v. 5. Grand opera; v. 6. Light opera; v. 7. Love songs; v. 8. Sacred music; v. 9. Children's songs; v. 10. Home songs.

FOLK-DANCES

Burchenal, Elizabeth. American country-dances. Schirmer. \$1.50.

PIANO SOLOS

Bach, J. S. Album-collection of twenty-one favorite pieces. Schirmer. \$0.75.

Beethoven, L. van. Twelve selected sonatas. Schirmer. \$2.50.

Chopin, Frederic. Forty piano compositions. Ditson. \$2.50.

Mendelssohn, F. W. Songs without words. Schirmer. \$1.75.

PIANO, four hands

Collection of famous overtures. v. 1. Schirmer. \$2.

Grieg, E. H. Peer Gynt Suite. Op. 46. Schirmer. \$1.

Wier, A. E., *ed.* Piano duets the whole world plays. (Whole world series) Appleton. \$1.25.

SONGS

Bantock, Granville. One hundred folksongs of all nations. Ditson. \$2.50.

—Sixty patriotic songs of all nations. Ditson. \$2.50.

Finck, H. T. Fifty mastersongs. Ditson. \$2.50.

VIOLIN

Easy pieces for violin and piano. Ditson. \$0.50.

Wier, A. E., *ed.* Violin pieces the whole world plays. (Whole world series) Appleton. \$2.

CHAMBER MUSIC

Rissland, Karl, *ed.* East trio album. Ditson. \$2.

For One Hundred Dollars

GENERAL

Wier, A. E., *ed.* Everyman's music library. 10v. Appleton. \$25.

V. 1. Standard piano pieces; v. 2. Modern piano pieces; v. 3. Standard dance pieces; v. 4. Modern ballads; v. 5. Grand opera; v. 6. Light opera; v. 7. Love songs; v. 8. Sacred music; v. 9. Children's songs; v. 10. Home songs.

FOLK-DANCES

Burchenal, Elizabeth. American country-dances. Schirmer. \$1.50.

ORGAN

Shelley, H. K. Gems for the organ. Schirmer. \$1.75.

Shepard's organ book. Schirmer. \$1.25.

PIANO SOLOS

Bach, J. S. Album-collection of twenty-one favorite pieces. Schirmer. \$0.75.

Beethoven, Ludwig van. Sonatas (Bülow-Lebert) 2v. \$3.

Chopin, Frederic. Fifteen waltzes. Schirmer. \$1.

— Fifty-one mazurkas. Schirmer. \$2.

— Nineteen noctures. Schirmer. \$1.25.

— Twenty-five preludes. Schirmer. \$1.

Dvorak, Anton. Piano album. Schirmer. \$1.75.

French composers. Album of eight pieces. Boston Music Co. \$0.60.

Grieg, Edward. Piano lyrics. Ditson. \$2.50.

MacDowell, Edward. Woodland sketches. Schmidt. \$1.25.

Liszt, Franz. Twenty original piano compositions. Ditson. \$2.50.

Mendelssohn, J. L. F. Songs without words. Schirmer. \$1.75.

Nevin, Ethelbert. Water-scenes. Boston Music Co. \$1.25.

Oesterle, Louis, *ed.* Album of Russian piano music. 3v. Schirmer. \$1.25 ea. \$3.75.

Schumann, Robert. Fifty piano compositions. Ditson. \$2.50.

Shepard, T. C., *ed.* School marches for piano. Schirmer. \$1.

Sonata album. v. 1-2. Schirmer. \$1.25 ea. \$2.50.

Strauss album. Only authorized *ed.* with original composers. Ditson. \$1.50.

Wier, A. E., *ed.* Masterpieces of piano music. World Syndicate Co. \$1.

— Modern opera selections. (Whole world series) Appleton. \$1.25.

PIANO, four hands

Beethoven, Ludwig van. Symphonies, v. 1, nos. 1 to 5. Schirmer. \$2.

Collection of famous overtures. 2 v. \$2 each. Schirmer. \$4.

Grieg, Edward. Peer Gynt suite, Op. 46. Schirmer. \$1.

Moszkowski, Moritz. Spanish dances, Op. 12. Schirmer. \$1.

Mozart, W. A. Twelve celebrated symphonies. 2 v. Schirmer. \$1.50 ea. \$3.

Wier, A. E., *ed.* Piano duets the whole world plays. Appleton. (Whole world series) \$1.25.

SONGS

Bantock, Granville. One hundred folksongs of all nations. Ditson. \$2.50.

— Sixty patriotic songs of all nations. Ditson. \$2.50.

Bond, Carrie Jacobs. Seven songs. Fine Arts Bldg., Chicago. \$1.25.

Cadman, C. W. Four American Indian songs. Ditson. \$1.

Farewell, Arthur. American Indian melodies. Schirmer. \$1.25.

Finck, H. T. Fifty mastersongs. Ditson. \$2.50.

The most popular home songs. Hinds. \$0.50.

Schindler, Kurt, *ed.* Century of Russian song. Schirmer. \$1.25.

Waite, H. R., *comp.* College songs. Ditson. \$0.50.

VIOLIN

Easy pieces for violin and piano. Ditson. \$0.50.

Lehmann, George. Twenty-five pieces in the first position for young violinists. Schirmer. \$1.25.

Masterpieces for the violin. 3v. (\$1, \$0.75, \$0.75) Schirmer. \$2.50.

Wier, A. E., *ed.* Modern violin pieces the whole world plays. (Whole world series) Appleton. \$2.

— Violin pieces the whole world plays. (Whole world series) Appleton. \$2.

CHAMBER MUSIC

Rissland, Karl, *ed.* Easy trio album. Ditson. \$2.

SALARIES IN THE DISTRICT OF COLUMBIA

To the Editor of the LIBRARY JOURNAL:

Thru the courtesy of George F. Bowerman, librarian of Public Library of the District of Columbia, Washington, I am informed that the principal of an elementary school in Washington, D. C., continues to receive a bonus of \$240 a year. The reply received from the questionnaire sent to the superintendent of schools in May 1923 seemed to indicate that such bonus had been discontinued.

According to the data furnished by Mr. Bowerman, the statement in "Measuring the Public Library System" as printed in LIBRARY JOURNAL February 1, 1924

In twenty-nine of the thirty cities, the elementary principal receives from \$20 in Cleveland to \$2116 in New York more as a minimum salary. There is only one city that offers a branch librarian a larger beginning salary than the principal of the smallest grade school. This is Washington, D. C., paying \$210 more to the head of a branch library.

should read
In all of the thirty cities, the elementary principal receives a larger minimum salary than the branch librarian, varying from \$20 in Cleveland to \$2116 in New York.

MARY KOBETICH, Librarian,
Stadium High School.

Tacoma, Wash.

A Course of Training for Hospital Librarians

THE faculty of the College of Science, Literature and Arts of the University of Minnesota has approved a course of training for hospital library service to begin in September. The course contemplates a five-year period of study, three years of collegiate work, a year at a recognized library school and a year of specialized training at the University of Minnesota.

For the collegiate work, three full years of work will be required, (135 quarter or 90 semester credits). A rather detailed course, which is advised as desirable preparation, includes English, French, German, Sociology, History, Biology, Psychology, Physiology and provisions for electives.

Making a virtue of necessity, this course will not attempt to rival existing library schools by giving a general preparation for librarianship, but will require at least a year's residence in a library school of good professional reputation. The concluding year of the course will include an intensive, specialized group of subjects very directly bearing on the special field of the hospital library. These are Elements of preventive medicine; Public health methods and practice; Health laws and statistics; Mental hygiene; Development and ethics of social service; Principles and practice of medical social service in clinic, hospital and home; Relation of worker to patient; Relation and remedial aspects of occupational therapy; Therapeutic value of reading; Psychiatry; Hospital economics; Hospital library administration; Literature for the use of hospital groups and Field work in hospital libraries. This course will be given in the Departments of Medicine, Preventive Medicine and Medical Social Service of the College and the Medical School and of the School of Nursing. This not only ensures the quality of the work, but brings the prospective hospital librarian into direct contact with physicians, nurses and social workers in whose fields much of her future work must lie. The course will, therefore, from the start be closely co-ordinated with its general field. Regular students who complete the five-year course including this year of special training will receive the degree B. S.

The student will also be brought into contact with actual hospital conditions and the danger of excessive sentimentalism and of subsequent disillusionment will be minimized. In the distinctly library phases of the work, theory will be constantly checked up by field work in the hospitals of Minneapolis and St. Paul. These include institutions of all types, general and special. The public libraries of both cities have well-organized hospital library service and the

work of the students will be closely supervised. It is probable that opportunities for field work with district nurses and rural nurses will be offered. This part of the work will be under the direct charge of Miss Perrie Jones, Hospital Librarian of the St. Paul Public Library and Mrs. E. B. Bailey, in charge of the Hospital Library Service of the Minneapolis Public Library. Dr. R. O. Beard, secretary of the Faculty of the Medical School, will supervise the medical courses and will personally conduct the course in the Therapeutic Value of Reading. Miss Jones and Dr. Beard deserve the chief credit for the establishment of the course, as its organization is largely due to their interest and initiative. With the Librarian of the University, who will serve as chairman, they will constitute an advisory committee who will pass on applications for admission and the other administrative points that may arise.

Much of the work is in the line of general social service, but there is no intention or desire to train general social workers with a slight veneer of library training. The size of the class is necessarily limited and no one will be admitted either as regular or special student who has not already demonstrated her adaptability to library work thru her training or her work as a librarian or both. Neither will any privilege or favor be granted to applicants for "short, intensive work." The work will be intensive, but those in charge of the course have too much regard for the value of hospital library service to encourage those to enter it who do not also regard it enough to prepare properly for it. The course has been established because a demand for well-trained workers in this field seemed apparent. Its success will depend more on the quality of the students it can attract than on their quantity. It will be a real service if librarians, library commission workers, hospital officials and others interested in hospital libraries will call the attention of desirable prospective candidates to this course.

A special circular, giving full details, is in press. It may be obtained on application to Frank K. Walter, Librarian, University of Minnesota, Minneapolis, Minn.

FREE ON REQUEST

From the office of the LIBRARY JOURNAL.

Annual Magazine Subject Index for 1908, 1909, 1913, 1916, 1921. Library Journal Index v. 1-22; 1876-1897.

From the Chamber of Commerce of the State of New York, 65 Liberty Street, New York.

List of Chambers of Commerce of the World, exclusive of the U. S.

THE LIBRARY JOURNAL

TWICE-A-MONTH

APRIL 15, 1924



IT SHOULD be borne in mind as a fundamental principle that while schools and libraries should complement and co-operate with each other, neither should be subordinated to the other. This danger is the one which librarians fear, as in the reorganization of state departments, library commissions or their equivalent are made part of a Department of Education, but the danger should be easily avoided by right perspective and good administration. The spread of the system of assigning trained librarians to normal and high schools is evidence of the appreciation by school authorities of the importance of library work, and where it is not practicable to have separate librarians for graded schools, as will ultimately be the method, grade libraries should have the benefit of the counsel and co-operation, if not the superintendence, of the local librarian, the method pursued by many of the larger public libraries thru their supervisors of work with schools. Teachers generally have come to value highly the opportunity of visits by their classes to libraries and museums, and as the book is to be the great instrument of education in after-school life, it is most important that the librarians should be prepared to furnish training in the use of books to classes thus brought into touch with their libraries, as is already admirably done by a number of libraries which furnish excellent examples.

GIFTS and bequests continue to loom large in the library field, as the A. L. A. summary for the past year indicates, and range from the splendid Morgan gift made this year to the parcels of books with which kindly disposed readers express their gratitude to their local library and sometimes take the opportunity to rid themselves of home book burdens. There cannot be a better field for private generosity as well as public investment, and the Carnegie buildings, the Morgan Library, the Astor, Lenox and Tilden Foundation, the Widener collection, the Sterling gift to Yale, the Clements Library at Ann Arbor, afford from America examples beyond parallel. These are noble monuments to the citizens whose names are associated with them, but there is an even nobler example in the memorial library at

Woburn, Mass., where the donor insisted in his will that his name should not be given to the Library lest that should check generosity from others. A chief need in these days is indeed for liberal gifts to libraries requiring building extension or added facilities which could not well be associated with personal names, and the highest reach in generosity, in quality if not in quantity, is in making gifts in this unostentatious fashion where they are most needed for the public good.

CO-OPERATION between public libraries and personal collections in the interest of scholars and readers is happily becoming more and more prevalent and reaches its final culmination in such splendid gifts as those of Mr. Morgan and Mr. Clements in making their private libraries practically public ones. The exhibit opened this month in the New York Public Library, in which the collections of that library and some of the Morgan books supplement each other, is an interesting illustration. Another is to be found in Georgia, where the De Renne collection of books relating to that state, formed by Wymberley Jones De Renne and now in possession of the grandson of the original collector, can be utilized as the Morgan collection has been by those having real need of consulting its treasures. Out of this library has come, from its duplicates, the nucleus of the Georgia collection within the State Library at Atlanta, the gift of Everard De Renne in memory of his mother to which additions are made by gift of authors and others, and by direct purchase, so that thru this co-operation of a public institution and a private collector, this state, one of the thirteen original colonies, with a most interesting history, has its literature well in hand.

FORT Valley, Ga., a center of the southern peach industry, recently made merry in a peach festival, the success of which was owing in good measure to suggestions which the Georgia State Library gathered from Assembly document No. 26, pt. 1, 1918, of the State of New York. This brief statement has several library morals. The first is the importance of information hidden within the publications of

the several states, of use in other states. A second is the importance of giving to such documents not merely the lettering of the document number, but the author and title lettering which indicates the subject. A third is the importance of good cataloging which will remedy this difficulty and, in this case, inform those interested in the peach industry that this New York Assembly document is not only a report on peaches in New York State, but has a prefatory history of comprehensive scope of the peach. A fourth is the importance of earning for state libraries support within the respective states by the proven value of their response to the varied wants of their constituencies. A fifth is the importance in a state library of a trained li-

brarian, like Mrs. Maud Barker Cobb at Atlanta, who has developed the Georgia State Library to an efficiency which is indeed a notable advance since the days of a certain dear old Southern gentleman, who, regretting that the books were arranged in no order, invented, after long and serious reflection, the method of arranging the books by the letters of the alphabet. This is in happy contrast with the situation in an adjacent state, where the state librarian, a good-natured political appointee, has never been seen at a library meeting, has never been within the public library of his city and is never known to answer letters from state librarians in other states.

LIBRARY ORGANIZATIONS

BOSTON CATALOGERS

THE members of the Boston Group of Catalogers and Classifiers met at dinner in the rooms of the Twentieth Century Club, Boston, April 3, with 67 members representing 27 libraries present. Winthrop H. Chenery, chief of the Special Libraries Department of the Boston Public Library, read an interesting paper, "A Tilt at the Dictionary Catalog," arousing spirited opposition among those members who did not accept his championship of the classed catalog. The second part of the program was the "Cataloger's Day," an attempt to find out what a cataloger is thru the experiences of catalogers in various types of libraries. Ethelwyn Manning, Amherst College; M. Hannah Wait, Harvard College; Jessie K. Knowlton, Massachusetts State; Lucien E. Taylor, Boston Public; Caroline Whittemore, Brookline Public; and Isabel Dunn, Lynn Public.

CLARA P. BRIGGS, *Secretary*.

OHIO VALLEY CATALOGERS

THE Ohio Valley Regional Group of Catalogers was organized at a luncheon meeting in Indianapolis on March 29 at which fifty-eight librarians were present. The group includes the southwest quarter of Ohio, Kentucky north of Frankfort and Indiana south of Lafayette. Forty-five members were enrolled.

A feature of the program was a symposium on special problems in cataloging to which Gertrude Weil of Evansville, Winnifred Wennerstrum of Indiana Public Library Commission, M. Winifred Knapp of Indiana University Library and Jennie F. Scott of Indiana State Library contributed. Their papers were followed

by active discussion, interest centering around the advantageous use of L. C. cards, the proposed simplified unit card, the employment of a trained cataloger in partnership by several very small libraries and some novel problems of the college librarians.

A careful analysis of the Williamson Report from the viewpoint of the cataloger by Laura Smith of the Public Library of Cincinnati stimulated many thoughtful opinions on the future of standardization and on the duties of library schools and of their alumni.

The officers of the group are: President, Ruth Wallace, chief of the Catalog department of the Indianapolis Public Library; secretary-treasurer, Eleanor S. Wilby of the Public Library of Cincinnati.

CINCINNATI LIBRARIAN'S CLUB

THE Cincinnati Librarians' Club held its second meeting at the North Cincinnati Branch Library, Vine and Daniels Streets, on April 3rd. Eight members of the club presented an original play for the entertainment of the seventy-five others present.

The committee for the next meeting to be held early in the summer consists of Stella Hier, Librarian at Woodward High School; Carolyn Heim, Cincinnati Traction Company Library; Sophie Buckner, University Library; Ethel Hutchins and Eleanor Wilby, Public Library of Cincinnati.

CHICAGO CATALOGERS

TWENTY-SEVEN catalogers and classifiers, representing seven Chicago libraries in Chicago, met at dinner on March 6th and organized the Chicago Regional Group of Cata-

logers, the object being "to unite in one group the catalogers and classifiers of Chicago and vicinity, and thus provide opportunity for discussion and exchange of ideas and for co-operation with the Catalog Section of the A. L. A." Adaline M. Baker of the Newberry, who had been chairman of the recent Cataloging Round Table of the Chicago Library Club and had appointed at that meeting Gertrude Forstall, Gladys Arnold and John J. Schmidt as an

organization committee, presided. Harriet E. Howe of Simmons spoke briefly concerning the organization of catalogers and classifiers in Boston. After the adoption of by-laws, Elizabeth King of the Chicago Public Library was elected president, and J. B. Childs of the John Crerar Library, secretary-treasurer. Another dinner meeting will be scheduled in the latter part of April.

JAMES B. CHILDS.

AMONG LIBRARIANS

The following abbreviations are used:

- A. Library School of the Carnegie Library of Atlanta.
- C.P. Carnegie Library School of Pittsburgh.
- D. Drexel Library School.
- Ill. University of Illinois Library School.
- L.A. Library School of the Los Angeles Public Library.
- N.Y.P.L. Library School of the New York Public Library.
- N.Y.S. New York State Library School.
- P. Pratt Institute School of Library Science.
- R. Riverside Library School.
- S. Simmons College School of Library Science.
- S.L. St. Louis Library School.
- Syr. Syracuse University Library School.
- U.C. University of California Course in Library Science.
- W.R. Western Reserve Library School.
- Wis. Wisconsin University Library School.
- Wash. University of Washington Library School.

BERGEN, Esther Lou, 1921 Ill., has resigned from her position as assistant in the Decatur (Ill.) public library, to become head cataloger in the University of Tennessee library, Knoxville.

CARSON, Jessie M., director of the library department of the American Committee for Devastated France has returned to this country, arriving in New York on April 8. At a meeting of the Comité français de la Bibliothèque Moderne on March 20, M. Ernest Coyecque in paying tribute to Miss Carson in particular and to the American Committee in general said in part:

You know the work of Miss Carson, the libraries, perfect in all points, created by her work, in the Aisne, at Blérancourt, Avigny, Vic-sur-Aisne, Coucy-le-Château, Soissons, permanent libraries from which traveling libraries are sent out, distributing widely the things of the spirit. You know, in Paris, the model library at the rue Fessart which is also the work of Miss Carson. You know the eminent part which she took last year in the creation of a course for librarians, the success of which has resulted in the organization (1924-1926) of a more varied and complete course, a veritable school, for which one may foresee the official gratitude of the government and its executives. Our own committee is the fruit of her

talent for organization. . . . It has been an unhelped for opportunity to have had the co-operation of Miss Carson during my direction of the municipal libraries in Paris and to have been able, thanks to her, to realize valuable improvements in a service which still, however, demands many more.

I am sure to be your faithful interpreter in saying to one of the "bonnes dames d'Amerique" as was said by the President at the official reception of Mrs. Dike as a member of the Academy of Agriculture, when he recalled the expression of gratitude of the people of the Aisne, not Adieu, but Au Revoir.

FONTAINE, E. O., joined the A. L. A. Headquarters staff April 1 as assistant to the secretary in charge of sales and subscriptions. Mr. Fontaine is a graduate of the University of Illinois, and was a student in the University of Illinois Library School. He has had some library experience, and for two years has been in the subscription department of the American Medical Association.

HOOKE, D. Ashley, formerly head of the Technology Department of the Detroit Public Library is gaining in strength and enjoying life in Southern California.

RICHARDSON, Ernest C., professor of bibliography at Princeton, returns to America on the George Washington, sailing April 20, after visits to England, France and Spain. A paper on recent developments in librarianship in Spain by Dr. Richardson will appear in an early number of the JOURNAL.

SOHN, Howard B., 1920 Ill., librarian of the McKinley High School at Canton, Ohio, since 1920, appointed librarian of the Alliance (Ohio) Public Library, his work to begin July 1st.

STONE, Esther, 1919 S., has become an assistant in the Medical Library Association, at Baltimore.

TRAYLOR, Melvin A., president of the First Trust and Savings Bank, Chicago, succeeds the late William W. Appleton as trustee of the A. L. A. Endowment Fund.

IN THE LIBRARY WORLD

NEW JERSEY

A phenomenal year for library work in New Jersey is recorded in the report recently presented to the Public Library Commission by Sarah B. Askew. In addition to the increased work of the Commission more municipalities voted to give tax support to libraries than have ever voted in one year, and more library buildings were constructed than ever before in one year. The special loan work increased 3,214, and the number of books circulated thru the traveling libraries surpassed the previous year by 107,000.

Monmouth County by a two-thirds majority voted at the November election in favor of a county library. Hamilton Township in Mercer County voted by a three-fourths majority to establish a township library on the same principles as a county library. Bridgeton, Ridgewood, Highland Park, Haddon Heights and Garfield voted to establish municipal libraries. Closter, Englewood Cliffs, Coytesville, Mountain View, Monmouth Junction, Franklin Township, Amwell Township, North Branch, Seaside Park, Bay Head, Avalon, Delaware, Stanhope, Phillipsburg, Rosemont, Cedar Park, Buena Township, Campgaw, Vienna, and Carteret established libraries on the association plan. A list of gifts of buildings and books appears elsewhere in this issue of the LIBRARY JOURNAL.

Besides the aid given by the Commission in organization to the twenty new libraries, nineteen libraries were aided in different phases of reorganization. Conferences were held with library boards in thirty-seven towns. Libraries were organized in sixteen schools. There are now thirty-eight high schools having libraries. Representatives of the Commission gave talks at sixty-nine meetings of local library associations.

Special loans to the number of 46,310 were made, of which 18,196 were borrowed from other libraries, principally the State Library, Trenton, Newark, and New York. More than 3,500 books were sent to the five state summer schools for teachers. During the year 25,389 books were added to the Commission's collection at a cost of \$22,399. The libraries at Rahway Reformatory and the State Home for Boys at Jamesburg were organized, and about 500 volumes added to each. The same number was purchased for the State Home for Girls. More than a thousand books were added to the State Prison Library which circulated more than 61,000 books.

The establishment of the Morris and Camden County libraries enabled the Commission to begin service thru traveling libraries at 201 new points, making the total number of stations 1,016. The circulation from these stations was approximately 916,000, of which 48 per cent was non-fiction. From the central office 2,811 traveling libraries containing 140,550 books were sent out.

SOUTH CAROLINA

Greenville. In February the Public Library moved into a new building erected for its use on a long term lease. The building has several unusual features. It is built on a back street, little more than an alley, parallel to the main business street, adjacent to a Main Street office building, and the entrance to the library is by way of an arcade thru this building. This gives the library the advantage of a Main Street entrance, at the same time that it made possible an amount of ground floor space impossible to get on Main Street. The building is of three full stories, 100 by 50 feet, and since, on account of the location there was no need to consider architectural effect, it is a plain brick building which might be a small factory. Most people will never see the building except from the inside. The slope of the ground from Main Street to the rear is so great that the ground floor is entirely above grade. On this floor are the offices, work rooms, quarters for the extension work, and the children's room. On the main floor, into which the entrance is made from Main Street, all of the adult work is carried on. This has been left in one large room, with divisions of space into circulation, reading and reference departments effected by book cases.

A third floor contains an auditorium seating 400 people, with a stage completely equipped for plays with scenery, dressing rooms and proper lighting arrangements, and two club rooms.

Moving into the new building was made the occasion of a special library week, with an effort to interest all classes of people. On moving day, the Boy Scouts moved the Books from the old library to the new. Most of the small boys' express wagons in town were commandeered, and for three hours in the afternoon a steady procession of Scouts with express wagons full of books, moved down Main Street. The books were kept in order, the Scouts were given an opportunity for real service, and by

evening there were not many people who did not know that the library was moving.

During the opening week, special meetings were held in the library every day. The county teachers had a meeting in the library auditorium on Saturday. On Monday evening, formal opening exercises were held with speeches and music. On Tuesday the study clubs were invited to hear Mr. Charles Shaw of Greensboro, N. C., on modern essayists. On Wednesday the men's organizations, Rotary, Lions, Kiwanis, and Civitans, held a meeting with library stunts, music and speeches. On Thursday afternoon a delightful musical program was held for an hour, and in the evening, the people of the cotton mill district packed the auditorium to enjoy a program put on by the district itself. On Friday all the children of the community were invited to a book party, to which they came dressed as characters from books. The interesting feature of the book party, to the library, was the evident influence of the book truck which has been operating in the mill district since last October. Heretofore the mill districts have been apart from the city, and mill children would not have come into town for such an entertainment. But they came in full force (and bore off all the prizes) and children who had never read a book before the advent of the book truck, were as conversant with book characters as the town children. The children's party closed the week's festivities. Boy Scouts and Girl Scouts acted as ushers and guides all week, the musicians of the city provided music for every entertainment, every organization of the city had some part in the week's events, and the newspapers were more than generous of their space. As a publicity feature the week was a great success, and the response on the part of the community was a gratifying evidence of the general interest in the library.

MISSOURI

St. Louis. In a list of talks on social and civic subjects, issued by the Speakers' Bureau of the Community Council of St. Louis ten present or former members of the Public Library staff are among the fifty speakers listed. Of these, Dr. Bostwick offers a talk on the services of the library to the community; Lucius H. Cannon, of the Municipal Reference Branch, one on the Municipal Reference library and community work; Charles H. Compton, assistant librarian, on the public library and adult education; Dr. Harriet Cory, medical officer, on psychological aspects of social hygiene; Margaret Curran of the Divoll Branch on work with delinquent children; Margery Doud, of the Carondelet Branch, on branch libraries in

school buildings; Antoinette Douglas, chief of the Art Department, on art work of the library; Josephine Gratiaa, of the Soulard Branch, on work with the foreign born, and Mrs. Anna P. Mason, supervisor of work with children, on children's literature, and story-telling. Mary Powell, formerly chief of the Art Department and now head of the Education Department of the City Art Museum, is down for talks on "Art and the Community" and "Our Art Museum."

CALIFORNIA

Riverside. The Riverside Library Service School and the Williamson Report was the subject of Director Charles F. Woods' address at the School's annual convention last month. Expressing dissent from some of the principles laid down in the Report Mr. Woods said in part:

We disagree with the view that it is not the function of a library school to impart skill. If a library school does not impart skill, that it is sadly lacking in its duty to the student and to prospective employers of the student.

The Riverside School was founded in the belief that "practice makes perfect." Practice has always formed a large part of the work of its long course and the readiness with which its students have stepped into difficult positions and done their work capably is a proof of the value of this principle.

It is undoubtedly true that a university or a good college offers a better base for a library school so far as concerns the instruction in those subjects, proficiency in which gives color to the claim of a librarian to professional status. But technical training is one thing, while a general cultural foundation is another. It is our theory that what gives a library school graduate truly professional status is not a result of what he learns in one year at a library school, but is derived in greater part from what he brings to the school in previous preparation, education and independent reading.

But while the school has been insistent upon its duty to impart skill, we hold that it has not been deficient in strictly library theory. We recently made a careful examination of the curricula of all the library schools in the United States and prepared a table exhibiting the various courses at all these schools. So far as one can judge from the varying terminology in use in the published announcements, the Riverside School appears to offer instruction in practically every subject treated in other library schools and strictly related to library work. We believe, therefore, that on the ground of strictly library courses our school compares very favorably, indeed, with any other library school in existence and while we hope to extend and enrich the courses of this character, it is our fixed purpose not to sacrifice our cardinal principle of turning out trained and capable workers.

It is the business of a college to furnish and of the student's personal activity to acquire the general cultural knowledge necessary for professional distinction. . . . It is the business of a library school, in addition to training in methods, to give such necessary cultural courses as do not form part of the curricula of recognized institutions of learning. Beside professional skill and professional knowledge, professional standing requires certain qualities which a school may serve to emphasize but which it can scarcely impart.

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With these stories about characters suggested by the world's great art Miss Chandler has entertained thousands of children at the Metropolitan Museum. The illustrations, on nearly every page, are photographs of art masterpieces which particularly appeal to children. Miss Wilhelmina Harper, County Children's Librarian, Wern County Free Library, Bakersfield, California, says: "The book deserves the Newberry Medal and I am sending my vote for it to the American Library Association. We greatly need such fine material in our libraries to counteract the prevalent taste for cheapness. The subject of art has never been produced in more attractive form for children than in 'Pan the Piper.'" \$3.00

Monsieur and Madame

Verses by **Edwin Dimock**
Drawings by **Louis Glackens**

Anne Carroll Moore, in The Bookman, says: "Here is, at one and the same time, a new and amusing picture book for any child and a series of unforgettable visual impressions of the genders which are the Waterloo of most English students of the French language. Louis Glackens has contributed a gay stream of laughter to international understanding by these original and excellent drawings. Edwin Dimock wrote the short verses in easy French which accompany the pictures." \$2.00

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THE OPEN ROUND TABLE

LIBRARY BILLBOARD ADVERTISING

To the Editor of the LIBRARY JOURNAL:

I note in the LIBRARY JOURNAL for March 1st that five readers in the State Historical Society, Madison, Wisc., reprimand the Hackley Public Library of Muskegon, Michigan, for advertising what it has to offer to its constituency, and also accuse the LIBRARY JOURNAL of "a bit of very bad taste" for reproducing the ad.

It was with some curiosity that I turned back to the number to which these ladies referred. Much to my surprise I find that a public library which has gumption enough to advertise itself is the subject of their disapproval.

Let me say to these ladies that libraries are very little considered in the world at large, due to the fact that these ladies and others like them think libraries are sacrosanct and ought, by virtue of their being to attract visitors to them.

I salute the librarian of the Hackley Public Library, and in view of the feeling of horror expressed by these ladies, let me also tell them and Mr. Wheeler that the Newark Public Library has the following legend on billboards:

Who Knows?

Your Public Library Knows

Ask it.

J. C. Dana, Librarian (signed
in facsimile)

BEATRICE WINNER, Assistant Librarian.
Newark (N. J.) Free Public Library.

To the Editor of the LIBRARY JOURNAL:

I was pleased to see the protests entered by the members of the State Historical Society of Wisconsin relative to the library bill board advertising. I think such a library should be boycotted. It should be one of the purposes of any library to prevent, as far as possible, all such nuisances and blots on the landscape.

ALBERT F. CARTER, Librarian.
Colorado State Teachers College.
Greeley, Colo.

To the Editor of the LIBRARY JOURNAL:

I can see nothing in the bulletin board display of the Hackley Memorial Library to indicate "bad taste," or which would serve as a basis for a reprimand to Mr. Wheeler. It seems to me refreshing to find a librarian who really is awake to his opportunities.

The idea that a library is a book mausoleum, serving superannuated scholars, and incidentally furnishing nice quiet uninterrupted employment for deserving spinsters, should be

exploded by this time. I should rather congratulate Mr. Wheeler and the LIBRARY JOURNAL on the appearance of the article.

W. P. CUTTER.

Care of Arthur D. Little, Inc.,
Cambridge, Mass.

ANNUAL OR BIENNIAL CONFERENCES

To the Editor of the LIBRARY JOURNAL:

As usual Dr. Bostwick has gone to the heart of the matter in your symposium on A. L. A. conferences. The obligations of the profession will grow rather than diminish. The need for frequent meetings will increase. They may be somewhat regional in attendance but should be national in outlook and program. The suggestion for mapping out a program that will eventually bring the association into every State appeals to me as admirable.

JOY E. MORGAN, Managing Editor.

Journal of the N. E. A.,

1201 Sixteenth Street, Washington, D. C.

LIBRARY OPPORTUNITIES

No charge is made for the insertion of notices in this department.

Answers should be addressed to the respective advertisers, not to the editor of the LIBRARY JOURNAL.

Those announcing positions open will save unnecessary correspondence by making a statement of their requirements regarding the education, sex, approximate age, health, etc., of candidates for these positions.

POSITIONS OPEN

Wanted, librarian for county library. Training and experience necessary. Apply stating salary expected, to Unita County Public Library, Evanston, Wyo. P. O. Box 553.

Head cataloger in university library in Middle West. Must be college graduate. Previous experience in college or reference library desirable. Attractive working conditions with opportunity for advancement and for assuming administrative responsibilities. H. B. 8.

POSITIONS WANTED

Wanted, by a young woman—library school graduate, university extension teacher, with 7 years' public library experience, 2 years' special library experience and several as a department head in a commercial organization—position on or before September 1st in business, professional or college library in or near New York. Salary not less than \$2200. L. A. 8.

Document reference librarian, with college education, library training and ten years' experience, wishes position of responsibility. K. N. 8.

Library school graduate, trained teacher, with New York City library experience wants position in children's department or as general assistant. N. E. 8.

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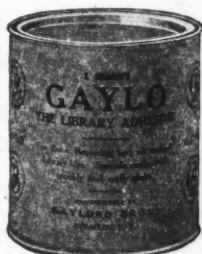
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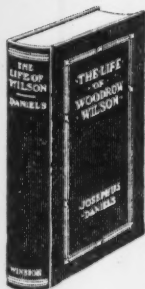
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